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ABSTRACT

This conference report contains the following papers: "Keynote Address" (Fukuyama); "Predictions Regarding the Nature and Significance of Vocational Guidance during the 21st Century in the United States" (Hoyt); "The Changing Workforce and Vocational Guidance" (Inaba); "The 6th International Conference on Vocational Guidance, Introductory Speech" (Pellerano); "The Nature and Significance of Vocational Guidance as the Guiding Principle of the 21st Century" (Dupont); "The Nature and Significance of Vocational Guidance in the 21st Century" (Hoxter); "Vocation and Vocational Guidance in the 21st Century" (Rohrs); "Changes in the Work and Vocation Sphere" (Rohrs); "Functions of Vocational Counselling in the Various Development Spans" (Rohrs); "The Future of Vocational Guidance" (Rohrs); "Life Spans, the Learning Process and Vocational Counseling" (Rohrs); "Consequences for Vocational Guidance in the 21st Century" (Rohrs); "Improving Learning and Employability through Improved Vocational Guidance Emphasis in Education" (Drier); "Prospects for Vocational Guidance" (Zenke); "Vocational Guidance and Career Development Programs in Business and Industry" (Hiroi); "Current Issues in Vocational Guidance in the U.S." (Weingart); "Vocational Guidance in the 21st Century" (Weingart); "Hawaii's School to Work Transition Centers" (Barney); "Adult Guidance and Training" (Rangel); "Perspectives of Vocational Guidance in the German Democratic Republic" (Siebel); "Vocational Guidance as an Important Factor in Educational Individualization" (Tatur); "The Role of Professional Orientation in Strengthening the Ties between Secondary and Higher Schools" (Kolesov); "Vocational Guidance and Perestroika of the School System in the U.S.S.R." (Zhiltsov); "A Feasibility Study for the Use of the Fukuyama Profile in the Elementary Grades" (Dugger); "Report on Implementation of the F-Test in New York City" (Weingart); "Second Use of the Fukuyama Profile in FRG: Summary and Recommendations" (Zenke); "Survey--The Development of the Occupational Selection Abilities of Secondary School Students in Taiwan as Evaluated by the F-Test" (Pang); "Vocational Guidance and Work Experience Activities--The Current Situation Concerning the

Selection of Occupations According to Ability and Occupational Experience by Junior High School Students in Japan" (Nishida); "Administration of the Fukuyama Profile (F-Test) in Two Schools in Birmingham" (Rangel); "Vocational Guidance Plays Its Important Role in Labor Management" (Fukuyama); "The Nature and Significance of Vocational Guidance/Career Education for the Aging Population" (Kudo); "Vocational Guidance as a Basis for Lifelong Learning" (Kida); and "A Brief Outline of Education in Japan--Its Present State and Its Reform" (Okuda). Transcripts of eight panel discussions are also included. (CML)

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FINAL REPORT ON
6th INTERNATIONAL CONFERENCE
ON
VOCATIONAL GUIDANCE

NOV. 2-4, 1988

AT ASHIYA UNIVERSITY

6th INTERNATIONAL CONFERENCE ON VOCATIONAL GUIDANCE
AT ASHIYA UNIVERSITY

Published in Ashiya, Hyogo, Japan
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Conference on Vocational Guidance
First edition ·····················Oct. 1989

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Message from Honorable Noboru Takeshita

Prime Minister of Japan

I am very pleased to have this opportunity to congratulate you on the opening of this Sixth International Conference on Vocational Guidance entitled, "Vocational Guidance as the Guiding Principle of the 21st Century." I would also like to extend my sincere welcome to the delegates of each participating country who have travelled long distances to Japan.

Ten years have passed since the first conference and I believe a continuation of serious discussion and exploration will contribute greatly to the future of the study of vocational guidance.

I wish you every success in the conference.

Message from Honorable Gentaro Nakajima

Minister of Education, Science and Culture of Japan

Before extending my greetings, I would like to offer, together with you I'm sure, best wishes for His Majesty the Emperor's earliest recovery. His Majesty the Emperor as you may well know, is a scientist and has always had a profound understanding and interest in academic studies.

It is now my great pleasure to greet the participants on the opening of this Sixth International Conference on Vocational Guidance.

Notable changes have been witnessed in various sectors in our society. Technical innovation has brought about a new industrial structure, and there is presently a shift to an information society. We also need to become aware of the implications of internationalization and an aging population. The focus of education in the future, as I see it, is to develop the individual's ability and potential to meet such social and economic changes. I believe it is of crucial importance that we offer, to young people, guidance on how to live fully human lives in a fast developing new society.

It is very significant that specialists on vocational guidance from various countries are participating in this conference.

I trust your conference will be successful.

Message from Honorable Gennady Alekseevich Yahgodin

Chairman of State Committee on
People's Education of the U.S.S.R.

Участникам У1 Международной конференции по вопросам профессиональной ориентации

Сердечно приветствую участников У1 Международной конференции по профессиональной ориентации. Регулярный обмен мнениями представителей различных стран по актуальным проблемам образования представляет как научный, так и практический интерес.

Сегодня яснее, чем когда-либо, что нет у народов нашей планеты более насущной и благородной задачи чем предотвращение ядерной катастрофы, обеспечение мира на Земле. И решить ее можно только на основе укрепления взаимопонимания и доверия народов различных стран. В этих условиях особое значение имеют встречи ученых и общественных деятелей, в ходе которых преодолеваются многие предубеждения, приобретается знание друг друга, умение находить общие решения, построенные на общечеловеческих ценностях.

В своем стремлении создать в ходе перестройки в нашей стране систему образования, наиболее полно учитывающую интересы личности, мы придаем большое значение профориентации молодежи, оказание помощи юношам и девушкам в осознанном выборе своего жизненного пути.

Пусть Ваша встреча в университете Асия, которая проводится в год его славного 25-летнего юбилея поможет продвинуться вперед в решении проблем всестороннего развития личности, упрочит взаимопонимание и сотрудничество ученых из разных стран, участвующих в конференции.

Желаю участникам конференции успешной и плодотворной работы.

С уважением,

Г.А.Ягодин

Председатель
Государственного комитета СССР
по народному образованию

(English Translation from the Russian Text)

I wish to extend my hearty greetings to the participants of the Sixth International Conference on Vocational Guidance. It is very interesting, practically as well as academically, to periodically share opinions on current educational issues with delegates from participating countries.

It is more clear today than ever before that the establishment of world peace to prevent nuclear disaster is our most crucial and paramount task.

A solution to the problem of global conflict can only be attained by strengthening mutual understanding and trust between nations. Within this context, I consider it very meaningful for international academic and social specialists to gather in one place to exchange information and attempt to remove various misunderstandings. Perhaps we can find common settlement of our problems based on humanistic values.

We, while in the process of Perestroika, want to establish an educational system which maximizes respect for the individual's interests. From this point of view vocational guidance is most significant because it helps young men and women select their careers with awareness.

We expect the conference at Ashiya University, which is celebrating its 25th anniversary, will play an important part in promoting further understanding in the role of vocational guidance in developing human potential. We also look forward to furthering mutual understanding and cooperation between the panelists from different countries.

I hope the conference will be constructive and successful.

Message from Honorable Barthold C. Witte

Minister of the Culture Department of German Foreign Office

Zur Eröffnung der Sechsten Internationalen Konferenz über Berufsberatung der Ashiya-Universität möchte ich den Organisatoren gratulieren und die Teilnehmer begrüßen.

Fragen der Ausbildung der Berufsberatung sowie der beruflichen Aus- und Weiterbildung spielen für alle Bürger unseres Volkes eine ausschlaggebende Rolle, sind sie doch entscheidend für die kulturelle und wirtschaftliche Entwicklung eines jeden Einzelnen von uns und damit unserer Länder. Die sich ständig verdichtenden globalen Interdependenzen unserer Zeit erfordern die wissenschaftliche Beschäftigung mit diesen Problemen. Durch die internationale Zusammenarbeit auf diesem Gebiet und den wissenschaftlichen Austausch werden neue wichtige Erkenntnisse gewonnen und vermittelt, die die Qualität unseres Lebens verbessern können. Der Konferenz wünsche ich einen erfolgreichen Verlauf und den Teilnehmern einen sie bereichernden und anregenden Gedankenaustausch mit ihren Kollegen.

(English Translation from the German Text)

I would like to congratulate the organizers on the opening of the Sixth International Conference on Vocational Guidance here at Ashiya University and to greet all the participants.

Questions of education and vocational guidance as well as professional training play a crucial role in the lives of all citizens, for they determine the cultural and economic development of each one of us as individuals and thus that of our countries. The steady growth of global interdependence in our time makes it essential that we undertake a scientific analysis of these problems. International co-operation in this field provides important new insights and opportunities for exchanges which are conducive to improving the quailty of our lives. I wish the conference every success, and hope that the exchange of ideas will prove enriching and stimulating to all participants.

Message from Honorable John Waihee

Governor of the State of Hawaii

Dr. Shigekazu Fukuyama
President
Ashiya University
Ashiya, Hyogo, Japan

Dear Dr. Fukuyama:

I am pleased to extend my best wishes for a most successful and productive Sixth International Conference on Vocational Guidance.

I congratulate you for your leadership in organizing and sponsoring this biennial international gathering of representatives from many governments of the world. While the major objective of the conference is to promote education and guidance so that all segments of our society--young and old--can achieve their potentials, the conference also affords people from diverse governments an opportunity to promote better understanding among nations and to develop more positive relationships.

It is rewarding that Hawaii's educators have been invited to participate in this conference to share our ideas and aspirations.

I also express congratulations on the celebration of the 25th anniversary of Ashiya University on November 1, 1988. You and Mrs. Fukuyama are to be commended for the accomplishments of the Ashiya Educational Institutions.

With kindest regards,

Sincerely,

JOHN WAIHEE

Message from Honorable Sakae Kishi

Governor of Osaka Prefecture

I heartily congratulate you all on the opening of the Sixth International Conference on Vocational Guidance under the auspices of Ashiya University.

I am very glad to welcome you who have come all the way to Japan in order to participate in this conference as panelists. I would like to extend my best wishes to you on behalf of the citizens of Osaka.

I also would like to acknowledge the 25th Anniversary of the Foundation of Ashiya University which held a marvelous ceremony today.

In 1978, Dr. Fukuyama, President of Ashiya University and one of the authorities on vocational guidance, convened the first conference. Over the past ten years, every conference has sincerely tackled with issues centering around vocational guidance and has made a remarkable contribution to the development of vocational guidance.

Among the many things, research activities like the design and implementation of the F-Test originated by President Fukuyama have been highly appreciated by educators not only in Japan but also in foreign countries. I would like to express my deep respect and enthusiasm for the great efforts of President Fukuyama and others associated with him.

In recent years, we have come to have a community characterized by an aging citizenry on the one hand, and, on the other, by a great turning point in the structure of industry along with rapid progress in the area of technology and communications. That is why vocational guidance is expected to address these issues.

It is indeed timely, and very relevant that experts on vocational guidance representing their respective countries get together and generate discussion based on their various viewpoints. I sincerely hope that the conference will be successful.

I hope that you will enjoy socializing with one another this evening. I also hope that you will have the opportunity, as part of the conference experience, to appreciate the cultural flavor of Osaka and the energy of Osaka which is in the process of constructing New Kansai International Airport.

Finally may I once again wish you all a successful conference, good health and good luck. Thank you very much.

Address of welcome by Dr. Shigekazu Fukuyama

Permanent Chairman of International Conference on
Vocational Guidance, President of Ashiya University

Thank you very much for attending this conference. I would like to show my gratitude to the regular panelists for their continuous contribution to this conference. On this occasion I would like to welcome the new penelists: Dr. Vasili Kolesov, Dean of the Economics Faculty at Moscow State University, Dr. Harry Drier, Research Scientist at National Center for Research in Vocational Education at Ohio State University, Dr. William Dugger, Professor at Virginia Polytechnic Institute University, and Mr. Peter Pang, Professor at Chinese Culture University.

Dr. S. P. Marland, Jr., who has been a regular panelist from the first conference, cannot attend because of his busy schedule. He sends his greetings.

It has been ten years since the First International Conference on Vocational Guidance was held in 1978. In the past conferences our discussions were mainly focused on what vocational guidance is, what the impact of vocational guidance on human beings is, what kind of method of vocational guidance should be applied and so on. At the end of the fifth conference, with the approval of the panelists we agreed upon the main theme of this conference as " Vocational Guidance as the Guiding Principle of the 21st Century." As it is often mentioned, we live in a period of rapid advancement of technology and also natural sciences.

There are various ambiguous and unharmonious issues among people and also in the minds of people. I believe the studies of vocational guidance exist for the purpose of elucidating these problems. Probably these matters will be addressed in this conference in many ways. I am very excited about having this conference and I am convinced this symposium will be very successful.

I am grateful for the panelists' contribution and presentation of their studies and their attendance in spite of tight schedules.

I would like to share my overseas experience from various conferences with the audience today. Vocational guidance is given a true perception and recognized as an essential field of studies overseas. While, in Japan, though we proclaim the study is vital, we sidetrack this study. With this in mind I hope the audience will enlighten the public and spread the importance of these studies to our society.

I hope this conference will be profitable. Thank you very much.

AGENDA

Date	Events	Time
November 2 (Wednesday)	Opening Ceremony	9 : 30～10 : 00
	Session I	10 : 00～12 : 00
	Keynote address	
	Presentation of the introductory speeches	
	Discussion	
	Luncheon	12 : 00～13 : 30
	Session II	13 : 30～15 : 00
	Discussion	
	Presentation of the introductory speeches	
	Coffee Break	15 : 00～15 : 30
	Session Ⅲ	15 : 30～17 : 00
	Presentation of the introductory speeches	
	Discussion	
Novemder 3 (Thursday)	Session Ⅳ	9 : 30～12 : 00
	Presentation of the introductory speeches	
	Discussion	
	Presentation of the introductory speeches	
	Luncheon	12 : 00～13 : 30
	Session V	13 : 30～15 : 00
	Discussion	
	Coffee Break	15 : 00～15 : 30
	Session Ⅵ	15 : 30～17 : 00
	Presentation of the introductory speeches	
	Discussion	
November 4 (Friday)	Session Ⅶ	9 : 30～11 : 00
	Discussion	
	Summarization	11 : 00～11 : 45
	Closing Ceremony	11 : 45～12 : 00

INTRODUCTORY SPEECHES

6th INTERNATIONAL CONFERENCE ON VOCATIONAL GUIDANCE

KEYNOTE ADDRESS

by
Shigekazu Fukuyama

Studies in the humanities at European universities, leading to emergence of the issue of human rights, ushered in the modern age. Human rights, however, were considered as a legal problem, disregarding a very important point in this respect. That is, human beings develop their living capacity through using their inborn endowment to take an active part in society and make their contribution to it. In so doing, they feel they are living a useful life. It is vocational guidance that will bring this to reality.

The principle of vocational guidance is diametrically opposite to the currently popular principles, "efficiency first" or the "result is everything", underlying which we see the principle of struggle for existence. These popular views lead to society giving its attention to social failures. We call the remedy social welfare. The more these predominant principles are stressed, the more social welfare programs escalate, thus, modern society has come to a standstill. What will lead the way out of this stagnation is vocational guidance.

At five international conferences in the past, this fact was grasped and its implications studied. Vocational guidance was turned to as a solution for this critical problem. Future society should promote culture and happiness first based on vocational guidance.

I advocated in a lecture given at UNESCO headquarters in Paris that education should be based on vocational guidance. At a meeting of the International Guidance Conference held in Annecy, France in 1987, I stressed that education should be based on vocational guidance. Similarly, at a meeting of the International Technique Education Conference held in Norfolk, Virginia, U.S.A., in 1988, I proposed that technical education should also be based on vocational guidance. At each conference, this view created significant repercussions.

In May this year, the testing method for vocational guidance which I have developed was adopted for educational perestroika in the USSR, with the Moscow State University granting me the title of emeritus professor on that occasion. The commemorative lecture which I gave on "Vocational Guidance as the Basis for Lifelong Education" will be published for the world in the proceedings of the School of Economics of the University.

The Honorable T.H. Bell, U.S. Commissioner of Education, also awarded me a prize in appreciation of my efforts for vocational guidance and in promoting meeting of the international conference.

The unprecedented advance in science and technology that has accompanied the emergence of computers now poses a threat to the very existence of mankind. The protection of mankind and the promotion of its best interests cannot be accomplished if human rights are regarded as only a legal matter. I strongly feel the necessity for the establishment of the philosophy and practice of human life in which each human being discovers his own inner endowment, develops it and finds the occupation in which he can best display his capacity and implement an outlook on human existence that will make his life worth living, as well as make his contribution to his society.

I believe that a solution to the problem of human rights pursued in this way. Advances in medicine have prolonged life. The sudden increase in the percentage of population comprised of senior citizens is now a major social problem. Here also lies the necessity for vocational guidance. Modern society is ill and what the ailing society is seeking is vocational guidance.

This is the conclusion reached after discussions at five international conferences on vocational guidance. It is also being considered in the Sixth International Conference on Vocational Guidance that is now being held. Its theme is "Vocational Guidance as the Guiding Principle of the 21st Century." Let us expand this research through full participation of all assembled here, both panelists and members of the audience.

PREDICTIONS REGARDING THE NATURE AND SIGNIFICANCE OF VOCATIONAL GUIDANCE DURING THE 21ST CENTURY IN THE UNITED STATES

by
Kenneth B. Hoyt

The U.S. Department of Labor makes no predictions regarding the probable nature of occupation beyond the year 2000 (Bureau of Labor Statistics, 1988). Thus, I have tried to keep my earlier projections regarding the changing nature of America's workforce also limited to the year 2000 (Hoyt, 1988). The only reasonably good data available regarding current needs of adult employed workers in the United States for vocational guidance is found in a 1987 Gallup survey (Gallup, 1987). In spite of these limitations, several predictions regarding the nature and significance of vocational guidance during the 21st century in the United States can be made with reasonable confidence. Those with which I feel are most likely to come true are summarized here.

First, it seems certain that high quality vocational guidance must become available to persons throughout the lifespan. In the United States, the National Alliance of Business (1987) has estimated that: (a) workers will change jobs 5 to 6 times during their normal work lives; (b) 1.5 million workers will be permanently displaced each year; and (c) because of rapidity of job change, many persons who find work will not be able to remain working unless they complete additional training. Vocational guidance in the 21st century must be fully available to both youth and adults.

Second, it is very evident that the nature of America's workforce is changing rapidly and will continue to do so. Between 1986 and 2000, the Black labor force in America will increase by 29%, the Hispanic labor force by 74%, and the Asian/Pacific Islander work force by 70% (Kutscher, 1987). With birth rates of Blacks and Hispanics continuing to be much higher than those for non-minority Whites (Smith, Walker, & Baker, 1987), this is sure to be a continuing trend well into the 21st century. Two-thirds of new entrants into the labor force between 1986 and 2000 will be women and about 600,000 legal and illegal immigrants are expected to enter America's labor force each year (Johnston & Packer, 1987). In 1985, 80% of total immigration was evenly split between Mexico and Asia (Hodgkinson, 1986). By the year 2050, more than 1 in 3 Americans will be non-white (McCarty & Carrera, 1988). Yet, evidence is overwhelming that vocational guidance has been — and continues to be — less available to minority than to non-minority persons (Hoyt, 1988a). There will be urgent and continuing needs to provide and to deliver high quality vocational guidance to women, to minority persons, and to immigrants for as far as we can see into the 21st century.

Third, it seems certain that vocational guidance will have to pay much more attention to education/work relationships during the 21st century than it did during the 20th century. Kutscher (1987) has predicted that: (1) occupations in which current participants have the most education are projected to have the most rapid growth rates; (2)of the expected 21 million new jobs to be created between 1986-2000, 37% will require some postsecondary training, 35.8% will require a high school diploma, and only 26.4% will require less than a high school diploma. Adding to this is the continuing growth of employer provided training. The Committee on Economic Development (1987) estimates that, even now, American companies spend $30 — $50 billion per year formally training workers with informal training costs estimated to be about $180 billion per year. With technology affecting the skills required for more and more jobs (Office of Technology Assessement, 1988), this trend cannot help but continue well into the 21st century.

Fourth, the 21st century seems sure to be a period in which improvements in occupational information systems begun late in the 20th century will have even larger impacts on the effectiveness of vocational guidance in the United States of America. In 1976, the Federal Government provided funds for establishment of the National Information Coordinating Committee (NOICC) and charged it with responsibility for increasing the quality and availability of occupational information. Since that time, NOICC has established a State Occupational Information Coordinating Committee (SOICC) in almost every State and, by the end of 1987, the NOICC/SOICC Network was serving 6 to 8 million persons (mostly youth) at approximately 15,000 sites nationwide (NOICC, 1987). If they could start their career planning over again, more than 6 in 10 of America's currently employed workers say they would try to get more information about their potential career choices (Hoyt, 1987b). With the rapidity of occupational change showing no letup, the need for accurate, up-to-date career information on the part of both youth and adults will surely continue to grow well into the 21st century.

Fifth, and perhaps most crucial, it seems inevitable that the meaning and significance of paid work in total lifestyle will continue to change during the 21st century for many Americans. Results from the 1987 Gallup Career Development Survey (1987) make it clear that, of America's employed adult workers more than 3 in 4 consider family and personal relationships "most important", while 1 in 6 considerd their work to be "most important" and only 1 in 8 considered their leisure activities to be "most important".

When asked if they could, if they chose to do so, produce more in their present jobs, more than 90% indicated they could. However, when asked what would make them more productive, about 1 in 3 identified "higher pay", jobs that "lead to advancement", or jobs that "provide more recognition or appreciation" while about 1 in 6 said they would be more productive if they could see that their job is "more important".

This is almost sure to cause increased worker motivation problems in the 21st century. For example, workers want "higher pay" — but almost all of the new jobs expected to be created in the 1986 — 2000 period will be in the relatively low paying service-producing industries (Kutscher, 1987). Workers want jobs that will "lead to advancement" — but most of the new jobs to be created during the 1986—2000 period will be in small business (National Alliance of Bussiness, 1986). Workers want to feel their jobs "are important" — but this becomes harder and harder as technology plays a larger and larger role in production with workers increasingly assigned to monitor technological devices.

All of this will almost surely lead to a growing importance for vocational guidance personnel to help those they serve consider and reach decisions regarding the relative importance of "work" — both paid and unpaid — in their total lifestyle. It is not just a matter of making career decisions. Rather, it involves growing challenges to make "work" an important and meaningful part of life and living for all persons. This may well be the largest challenge vocational guidance will face in the 21st century.

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THE CHANGING WORKFORCE AND VOCATIONAL GUIDANCE

by
Lawrence A. Inaba

Technological advancements are being introduced at an awesome rate, and the total effect on societies throughout the world is yet to be determined. Technology can be a creator or destroyer of jobs and tasks. At the present, there is much debate about the impact of technology on human resources. Technology is viewed in many different ways by different people. Some see technology as the driving force that is changing the character of our society. Others view it as machines that threaten to destroy our humanistic values. Many fear that technological advancements will take away their jobs and render their skills obsolete.

Throughout history changing technologies have molded our civilization. One of the most significant ways that changing technologies affect societies is through the changes which affect the nature of work and occupations.

To accept change is never easy because it threatens the way of life of many people and, therefore, they unconsciously resent any notion that changes are necessary. Many people choose to ignore the necessity for change and continue their traditional ways of conduct. This is true of individuals and true of institutions.

No matter what people may feel about change, most people realize that change is inevitable in our modern society. Technology will continue to make many significant transformations in the world. All segments of society will be affected in some way by technological advancements.

In view of all the changes that are or will be occuring in our societies and especially the work place, vocational guidance will be called upon to play a major role, because the arena of vocational guidance is concerned with any changes in the economy, the work place, and education. Needed preparation for new and changing occupations will place new and demanding requirements on the role of vocational guidance. Failure to provide adequate vocational guidance to youth as well as adults will result in a tragic waste of human resources. For too long occupational preparation has been left to chance.

Presently, there seems to be a wide gap between what is said about vocational guidance and what is being done. The large percentage of students enrolled in college preparatory courses in high school compared to the small percentage who actually attend is an indication that not much has been done in matching an individual's education and future occupations. In most schools, school guidance departments are too college oriented because they are staffed by people who have little knowledge about the world of work, hence, they have difficulty in directing students toward appropriate vocational-technical education programs. This must change, and adequate vocational guidance must be made available to all students.

The right to choose an occupation cannot assure anyone of a good choice unless there is some basis for judgment. In most cases, the kind and level of education an individual receives will greatly determine the occupational life of the individual. Student decisions are very crucial because they will also determine whether specific manpower needs can be met.

The growing complexity of many occupations and the growing educational requirements for job entry in many instances will delay job placement. Student knowledge about the changing world of work is very superficial because the work environment is changing and becoming less known to many young people. Hence, only through appropriate guidance activities within a school system, can individual students receive the help and direction that is necessary to qualify them for future jobs.

Occupational guidance and counseling should also be made available to school leavers on the same basis as to students who continue in school. It is very important that schools help its graduates to find meaningful entry into the world of work. Once the individual is placed on a job, it is equally important that the school maintain its contact with the worker. The school must alert the individual to opportunities for continuing education as technological changes at the work site makes it necessary for further education and training.

If continuing education is important then placement and follow-up activities must also be emphasized in the vocational guidance process. This whole area of placement and follow-up has been one of the weaknesses of the vocational guidance process.

One of the leading proponents for implementing the placement and follow-up phase of vocational guidance has been Dr. Fukuyama. Dr. Fukuyama has for many years recognized the value and need to better implement the follow-up phase in the vocational guidance process. The philosophy of the Fukuyama system of vocational guidance, as expounded in his writings, emphasizes the role of placement and follow-up as vital steps that must be implemented to ensure for an individual's job satisfaction.

Dr. Fukuyama contends that both education and industry must share toward the development of an individual's job satisfaction. If an employee is allowed to fully develop on the job, labor management will also benefit because an individual's job satisfaction will lead toward the growth of productivity on the job.

According to the Fukuyama process of vocational guidance students must first cultivate their ability to choose occupations through self analysis, job analysis, and occupational tryouts. They must then make a decision on the kinds of occupation that would be suitable for them. After graduation, with the help of placement counselors they are assisted in locating and being placed in suitable occupations. Unlike conventional practices where the vocational guidance process ends, the Fukuyama process emphasizes continued support. Hence, follow-up services are continued to be provided after the individual is placed on the job. Ideally, Dr. Fukuyama envisions the establishment of cooperative programs between schools and industry to help students placed on jobs to continue to receive follow-up services from the school, with the support of labor management. The follow-up guidance services should be provided for a period of six months.

The meaning of appropriate placement and follow-up must be understood by industry and they must cooperate with the schools. This process will not only lead to an individual's job satisfaction, but also increase productivity at the work places. Although it is realized that the follow-up process, thus far described, may be difficult to implement, the importance of this phase in the vocational guidance process makes it imperative that we vigorously pursue such activities whenever possible. It is believed that once an individual is placed on a job, communication and relationship between the school and the worker must be continued and maintained.

Futurists predict that in the future the concept of the "school without walls" will become prevalent. As schools begin to move into the community, the role and function of the school guidance centers will also begin to take on new and broader functions in serving the total community. Here vocational guidance services will be offered continually, long after students leave the school, formally, through graduation. Good follow-up activities will be crucial in helping workers to cope with the changing workplace.

The process of Vocational Guidance, placement, and follow-up must become a recognized responsibility of all schools if education is to achieve its purpose in the changing technological society of the 21st century.

THE 6TH INTERNATIONAL CONFERENCE ON VOCATIONAL GUIDANCE, INTRODUCTORY SPEECH

by
Jean Pellerano

This year we celebrate the fiftieth anniversary of guidance in FRANCE. Guidance has progressively entrenched itself in the whole educational system which is totally in accordance with an industrial society and one of the most powerful motive forces of its development.

But how is it getting on, today? Can this system, however contested it may be, but of which one expects miracles, cope with the needs of a society which is deeply changing and where training demands are increasing, omnipresent and extremely different?

In all the advanced industrial countries, the essentially quantitative values evidenced by the lengthening of education and the mass-school attendance of the Sixties and Seventies have been replaced by a set of more qualitative reflections shared by all the countries although the nature of the difficulties that have been noticed evidently depends on the modalities of regulation peculiar to every system.

Reflections which go beyond any particulars, turn round a common aim :

- how to prepare young people to face future uncertainties with the best possible weapons?
- how to follow adults in the course of their life and, at the same time, to take the collective needs of society into account?

From this point of view, the analysis of the relationships linking the educational system to the socio-vocational structures by means of the employment market is imperative before any other consideration. Actually, we cannot any longer admit that the increasing lengthening of education automatically leads to the improvement of skills, the increase of individuals' productivity, the possibility of obtaining higher earnings, the creation of easy growth and the curbing of unemployment.

As a matter of fact, we know now that the relationship between training and employment is far more complex than we imagined, that the training level only partly covers the competence level, that youth unemployment does not arise only from the quality and quantity of training received.

Thus, what is the place of guidance in this context

- How can it contribute to the enablement of all young people to make the best possible use of their potentialities by offering them the opportunity to have the advantage of a kind of education suitable to their attainments, motivations and possibilities?
- How can the dialectics existing between the emergence of a society different from the industrial one and an educational system which is completely

changing, give guidance an essential role?

THE FRACTURES OF THE INDUSTRIAL SOCIETY

The industrial society which existed until 1970-75 was based on a production economy. It was characterized by a regular, general and progressive growth, numerous created and standardized jobs and it meant the same occupation for life which made it possible to work out career schemes and increase incomes. It meant also security of employment, a structured timetable of work and a very hierarchical and pyramidal kind of technocratic management.

This society was also characterized by profiles of training, recruiting, employment and careers perfectly identified and related to each other. On the individual level, this relationship included a definitive guidance choice, a delineated future, security (almost) for life, and on the collective level, there was efficace planning.

THE PREMONITORY SIGNS OF THE POST-INDUSTRIAL SOCIETY

The post-industrial society, based on the market economy, is gradually emerging, and imposes a deep change in our mentalities which, in turn has to rule, orient and shape it.

Several challenges have to be accepted, stemming from : the evolution of our knowledge through the growing interpenetration of social, economic and technical factors, the tremendous development of technical progress, the increasing internationalization of culture, economic competition, the financial and political choices linked to the macro-economic restraints and or socio-cultural changes, the explosion of media, the problems related to ethics and the handing down of values.

THE CHANGES OF THE EDUCATIONAL SYSTEM

The French educational system is dealt with through impassioned debates from which a number of questions and priorities arise :

1) How to justify a type of school based on merit—it is impossible to give all young people the same training, the same preparation for the acquisition of skills essential to enter working life. This problem requires a deep questioning into primary and secondary education acquisition, functioning and efficiency.
2) Is the educational investment to be centred on youth or, is it to be lifelong? Mightn't the initial education be reconsidered as part of a re-arrangement which would include some sequences of compulsory, continuing education? Doesn't a means exist to contribute to the reduction of educational failures and, at the same time, assure a larger mobility of working people? Which responsibilities are to be defined, both on the technical and the financial levels, between the government, local and/or regional community and, above all, the firms?
3) How to take the new forms of non formal education and the associative initiatives of communities into account?
4) How to integrate into youth training an awareness of: the dynamics of the European Community, the rise of a worldwide culture, the consequences of a probable increase in migrating populations, the existence of a dangerous world

whose equilibrium is complex and fragile?

5) How to improve, within the international economic competition, the French educational system's competitiveness and efficacy which is as important as that of the buiness firms for France's economic success?
6) How to enable young people to play a more active role in the school-parents relationship within the context of the present evolution of their way of life and social status?
7) How to prepare pupils for a world changed by the media, where the effects of the new communication techniques are unforeseeable?
8) How to set up new evaluation measures able to justify financial choices, to react positively to the criticism aimed against the educational system?
9) How to control the negative effects of the massive increase in diplomas?
10) How to cope, above all, with the consequences of technical progress which, along with international competition, upsets business firms' structures and shifts the levels of responsibility? How to consider the economic competition which changes firms' culture, the new technologies which shift limits among jobs, the considerable evolution of the status of all the participants in the world of work?

WHICH CONDITIONS FOR GUIDANCE ?

1) Through guidance, one takes on a number of decisions which largely determine one's vocational future and which are often irreversible. The time and frequency of these decisions largely depend on the structure of the educational systems : two aspects are worth our attention :

- both for young people and their parents, working out suitable educational and vocational choices has become increasingly complex both because of the growing diversification of the training choices and the difficulty in assessing the consequent effects of the present industrial and technological changes,
- in spite of all the efforts made to make it possible to come to a decision with full knowledge of the facts, most young people and their families keep on taking an interest in a limited range of traditional jobs and as a result badly handle the responsibilities they have to assume.

2) Guidance also has to consider the deep changes occuring in the way in which young people enter working life :

- In France the transition process between school and work has become considerably longer and young people remain for a longer time in the formal educational system or take part in special programmes in an effort to fight against unemployment.
- This late entry into working life has negative consequences, too. A year-long study shows that the lengthening of training does not automatically improve all young people's employability or their prospects to find a job.
- The increase and the diversification of the ways to enter working life offer a larger choice to young people but make the optimum choice more difficult.
- The disparities between job opportunities are increasing because of racial, ethnic, social, economic, and geographical considerations.

5) Finally, guidance is largely conditioned by the effects of the changes in the production system which react to the evolution of crafts and employment:

- the impossibility, for the next ten years, to foresee the needed number of jobs according to their sectors, even if a few trends meet with a real consensus.
- the irregular growth, the disparities of performances within different sectors of the firms in the same industry, the development of new sectors linked to the rise of new technologies but also the lack of any relationship between the practical application of the latter and the increase in the number of jobs. Lastly and above all, the renewal of a rising number of crafts.
- What is more important is the evolution of the firms' organization moving toward a kind of holistic management system which certainly needs an increase in young people's general competence level—75% at the IV level in France in 2000 — and in the working population, but what is also important is the training of adaptable individuals capable of assuming responsibilities, of performing team work, who at the same time are real professionals.

Facing these needs, several considerations should be taken into account :

- the necessity to conceive guidance as a continuous process, from compulsory education to continued training, with important phases and modalities adjusted to the organization of the educational system and of the working life stages,
- the acknowledgement of the educational character of this guidance process aimed at helping young people to develop their vocational aptitudes and at the same time contributing to their socialization and initiation into the adult world,
- the necessity to conceive the guidance process as a bridge to help young people and adults enter working life or make the development of their vocational situation easier. And finally it will act as a permanent resource for jobs into the future.

WHAT ARE THE PROSPECTS FOR GUIDANCE?

In such a context, which development prospects can be envisaged for guidance on the verge of the XXI century?

1) The bringing into operation of a continuous guidance process, which implies :

- greater responsibilities for schools and the development of present guidance services:
- systems of initial and continued training closely related to each other which are very much diversified, endowed with a large organization versatility in order to make very progressive guidance choices possible ;
- a considerable development of traditional evaluation modes: through the extension of guidance criteria, through the generalized introduction of formative evaluation, through the continuous assessment of knowledge and of systems of capitalizable units.

2) The conception of guidance education programmes and their integration into current curricula need to be dealt with.

Several strategies are possible depending on whether we consider guidance as a separate subject or as being integrated into certain pre-existing disciplines, or even into all the disciplines, the content of which is necessarily renewed. Apart from the advantages and the drawbacks of any of these moves, the development of these programmes gives meaning to the studies proposed to young people, reveals itself to be a powerful factor in creating adaptability and motivation.

Moreover these programmes centred on the pupil and using current pedagogic methods can effectively contribute to making young people aware of the present world's needs, and to the acquisition of the human qualities necessary for any firms' competitiveness.

Obviously, these programmes involve a close collaboration between guidance experts and the teachers who have received a complementary training in the domain of guidance.

3) We need to work on the development of formal and informal networks of cooperation between guidance and employment service schools and adult training centres and firms. These initiatives are meant to endow the local training and employment areas, which are geographical units liable to be characterized by a complement of training, production and communication means, with animation and coordination structures capable of mobilizing all the means available, in order:

- to promote, in the form of mixed conventions between schools and firms: permanent bases for cooperation on the level of vocational training, relationships between trainers and entrepreneul of the pupils, discovery of the new needs of the work world and of international competition,
- to set up inter-institutional devices capable of organizing combined processes of reception, information and guidance which shall be observed,
- young people to work out a vocational project and to carry it out as part of an individualized alternating training programme,
- adults and long term-unemployed to train further, re-train, re-enter working life.

4) Facing the explosion of the media and the European Community's moves— as far as training and employment are concerned-consisting in systematic exchanges of students, diploma equivalences, the free movement of graduates, it is increasingly essential to endow young people with means to decode the huge quantity of information they come into contact with, to take a position with respect to the future of jobs and firms, to make their interests as well as their personal and vocational values clear.

Of course, this permanent offer means to control and use, by means of all guidance and employment services, every modern technique of communication and information processing available but also the possibility to have access to networks and centres of resources supplying reliable information.

This move also implies a larger professionalism of guidance experts—with regard to present projects, this level is achieved five years after the BAC (A Level), thanks to a training based on psychology, economics and educational sciences—. Everybody knows that an "open", interdisciplinary, common action is effective only if everybody is perfectly acquainted with his/her competence and it's limits, and with those of his/her partners. Finally and above all,

besides their responsibilities, as effective and reliable informants, besides their tasks shared with teachers as educators of young people's vocational choices, besides their competence in the field of guidance psychology, don't guidance experts have to assert themselves as counselling professionals?
In this new world, in some respects distressing, facing a vocational context which is deeply changing, don't we have to try to offer both the young people and adults what is not supplied by any machine or programme, however advanced they may be, that is to say : the utmost attention, empathy, cordiality and spontaneity?

Annecy, le 7 juillet 1988

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THE NATURE AND SIGNIFICANCE OF VOCATIONAL GUIDANCE AS THE GUIDING PRINCIPLE OF THE 21ST CENTURY

by
J. B. Dupont

I

"Omnis homo natus est ut propriam vocationem colat. Hoc fine, scientia orta est quae 'Ductus vocationalis' vocantur." S. Fukuyama's statement expresses a philosophy of life in which vocational guidance plays a decisive role. To accept this statement means that we believe or recognize that utopian impulses are capable of engendering great undertakings, which in turn condition the quality of the realizations they lead to.

The theme of this sixth conference seems to me to fit into this line of thinking. The "nature and significance of vocational guidance as the guiding principle of the 21st century" clearly denotes an ambitious project, even a challenge that must be met.

Given the diversity of our panelists, each contribution will seem like a variation on a theme. From the whole there will emerge both convergences and divergences which will stimulate thought and suggest propositions which we shall then have to apply concretely.

After this preamble, I come to my own variation. It consists of a few remarks.

First remark

During the half century that is drawing to a close, we have all observed changes and even upheavals in many regions of the world. These events and phenomena can be noticed on many levels: the philosophical or ideological, the political, social, technological, etc. Whether we consider them in isolation or in interaction, and even if we admit that their intensity varies in space and in time, it must be granted that these events and phenomena have at least some effect on people's lives. Everyone's life style is influenced by them and there is no indication that the evolution is going to end soon.

Even if we could select all relevant aspects from a thorough analysis of today's situation, we would not be able to predict tomorrow's situation. If the evolution continues, it may well not merely prolong current tendencies. It therefore does not seem reasonable to outline the future on the basis of today's situation alone. Rather, a more satisfactory approach would also heed the wishes and hopes inspired by the Ashiya spirit.

Second remark

In most societies—and starting with the school years of childhood—individuals' lives oscillate more or less between two poles, one characterized by work, the other characterized by personal life outside work. Although this distinction is a very schematic one, it is bound to remain applicable for some time, at least until the dawn of the twenty-first century. The idea has often been developed, notably in the psychological literature dedicated to guidance. The model popularized by Super (1980, 1984) is one example. Super has sketched a "life-career rainbow" within which he distinguishes six "life roles": child, student, leisurite, citizen, worker, homemaker. Other examples are the models described by Moos (1986, reproduced here in the Appendix) and Lerner (Von Dracek *et al.*, 1986).

Although guidance has concentrated the occupational area of life, and although its primary goal has been to help individuals find their *propria vocatio*, the role guidance should play in the future must not be limited to this goal. Let me give two reasons.

1) In certain cases, the aspirations people express do not correspond to the possibilities available for fulfilling them, because of an individual's limited aptitudes or competence, or because of the job market, for example. The gap between aspirations and realizations can create a feeling of insatisfaction that hinders the individual's development and sense of fulfilment. This situation should be remedied, and, in my opinion, it is the task of guidance to do so. Guidance specialists can use the procedures they have at their disposal to search for complementary solutions. They can then propose objectives that are related to the individual's aspirations but more accessible and unconnected with the strictly occupational sphere. The activities that can be suggested need not be limited to leisure activities (in the usual sense of the term), but can include the altruistic and social, cultural, and even political or domestic spheres. Nevill and Super have recently (1988) proposed an interesting approach that goes in this direction. It should be developed and broadened.
2) Moreover, in certain regions of the world at least, there have been changes in the attitude towards work and in the value attributed to work. Technological transformations have been accompanied by transformations in mentality, and together they may bring about a reduction in the occupational dimension in life. Here too, an adjustment should be made in the perspective I have just mentioned. For, to quote Kabanoff, "the view that the interplay between labor and leisure forms a major social and intellectual problem is a large postindustrial phenomenon [...] Industrialization resulted in a major segregation of roles between the economic and noneconomic. Work became distinct spatially and, to some extent, socially from other role systems of kinship, religion, politics, and education" (Kabanoff, 1980). It is not enough to coordinate roles, but people should also be helped to overstep or avoid false needs, i.e., "shopping for more commodities, using and caring for these commodities, following advertising [...] or pursuing the gratification of false needs" (Kabanoff, 1980).

It is not enough to consider work and non-work jointly. It is obvious that the concrete means leading to the juncture of the two must be defined. I will come back to this point. First, however, I would like to make a third remark.

Third remark

For many years now, and in many countries, specialists have been asserting that the choice of an occupation corresponds to a process that takes place over time. In my opinion, it is more important to show first of all how the individual evolves in regard to the experience of childhood and adolescence.

Here are a few questions on this issue:

—How does the development of individuals who succeed compare to that of individuals who encounter difficulties (longitudinal studies)?

—How can both of these types be characterized?

—What credit should be given to plans that are expressed during childhood (Harmon, 1971; Capel, 1988)?

—What results have been produced by special classes for athletes, artists and the gifted?

—What results have been produced by specific guidance programs applied to students during their required schooling?

—What is the effective contribution of the concept of "career maturity" which has inspired numerous "career education programs"?

—What help is provided by parents, teachers and members of the occupations? etc.

The answers to these questions—and others as well—will enable us to make proposals, establish plans and finally accomplish projects more intelligently than we can today.

II

Fourth remark

In the preceding remarks I have tried to identify the main aspects of the problem we have before us. A solution should now be sketched. To this end, I would like to propose a systemic approach, that is, an approach which considers both the actors and the institutions in which the actors play their roles, with all the interrelationships this implies.[1]

1. Let us begin with the actors. The main actor is obviously the person who will receive guidance. Whether adolescent or adult, this person needs to be defined. Psychologists have elaborated numerous personality models. Among these models, Royce and Powell's (1983) warrants our attention. It seems to me that it provides the best provisional synthesis of the empirical and experimental studies available at this time. In effect, it takes into account the various dimensions of the personality (physical, cognitive, affective, evaluative, etc.) while linking them with each other (See Appendix 3). The two authors try to show and even demonstrate how the sensory and perceptive dimensions function in relation to the cognitive and affective dimensions, for example, and how the individual constitutes a self-image that integrates dimensions of the person into it. And we know today how important this construct is in many situations in life.

Tests, questionaires and observations enable to sketch a person's portrait—up to a certain point—within the frame of reference developed by Royce and Powell. However, it seems to me that on the concrete operational level we do not yet have all the tools we need. These tools remain to be created, but the model, with its structured elements, clearly suggests where we need to concentrate our efforts.

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1) Relationships among actors, relations between actors and institutions, relations among institutions.

Let us suppose that we have solved this problem. Although the resulting portrait would undoubtedly be interesting and useful, it would not constitute an adequate portrait for offering guidance to the person in question. For the model is a general one, that is, a model which does not specifically take the spheres of training and work into account.

2. In practice, we are tempted to use other models which are more limited but closer to the objectives of guidance. In addition to the models I have already mentioned (and which are reproduced in the Appendix), I should cite Gendre's model (1985, 1986) as well as the one I am currently studying. Several colleagues and I have outlined a model[2] which is concretely applicable—and which has been applied in the field(adolescents). In its most simple form, the model corresponds to a list of variables or elements (See Appendix 4). Each variable or element is given concrete form in one or two questions, inventories or tests. The results recorded using these measures (from 1974 to 1976) were correlated with the subjects' real choices and their evolution over a period of several years (from 1977 to 1982). This study will allow us on the one hand to establish links among the various elements and on the other hand to evaluate the elements according to their usefulness in predicting the subjects' choices and evolution. The initial hypothetical model (created ante-hoc) can thus be modified and improved post hoc—whereas many ante-hoc models remain purely hypothetical as long as they are never used in experiments with follow-up.

3. Whatever specific model is chosen, it will have to be adjusted to Royce's general model. It goes without saying that studies done in this perspective are not finished once and for all. They must be renewed periodically to take into account both the evolution of psychology and the evolution of the environment. In my opinion, the adjustment of the specific model to the general model should include the traditional measures of dimensions like the cognitive, affective and evaluative (interests, values). It should also include specific measures that give concrete form to such concepts as "vocational maturity "[3] and "salience". In giving concrete form to these constructs, care must be given to create variants for geographic regions and social environments, that is, variants related to particularities in values, social organization and the job market.

The elaboration of computerized procedures should also be continued, along the lines of what has been done with the F-Test and some other specific instruments (Stoloff & Couch, 1987). Naturally, the computerization of procedures presupposes that studies have already been done on all the relevant dimensions. In fact, many of the systems that are computerized today seem quite rudimentary from a conceptual point of view (Closs, 1983). I am convinced, moreover, that we do not make sufficient use of the results of the "corpus" of studies that have already been published, even in this era of data banks.

And finally, the very application of procedures to a particular person requires a strategy, that is, a series of steps or phases (such as, analysis of the request, definition of the

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2) Dupont (1983); Dupont, Ballif & Jobin (1987); Dupont & Jobin(1987).

3) I.e., for example, in Super's view, the following aspects: career planning, career exploration, decision-making, world-of-work information, knowledge of the preferred occupational group.

problem, examination, analysis of the results, communication of the results to the person, follow-up) . Such a series of steps with variants cannot be improvised. In this respect, the outlines proposed by Gottfredson (1986) or Rounds and Tinsley (1984) and others are not satisfactory[4].

4. In addition to the principal actor, or the person receiving guidance, other actors also need to participate. These are the "significant others," parents, brothers and sisters, friends, teachers, etc. I think it is necessary to first redefine their roles and their relationships with the person receiving guidance, and then decide how to associate them with the guidance process. Of course guidance specialists undoubtedly do take this constellation into account, but often only implicitly. Examples of this would be the inclusion of parents in decision-making, as suggested by Cochran (1985) and Palmer and Cochran (1988), and the participation of teachers in implementing the F-Test (Fukuyama 1980, 1982).

5. All of these persons belong simultaneously to several systems (family, school, training, work, etc.) A renewed guidance process should take this complexity into account. Those who are in charge of guidance will have to establish contacts with those who are in charge of the several systems, school, training and work systems in particular. At present, in fact, these systems do not always operate in a way that is beneficial for persons. Although it is obvious that the systems cannnot be profoundly transformed. I believe that it is possible to effect certain adjustments. They can be usefully achieved if those in charge of guidance propose a program that is convincing to those in charge of the systems. At Jean Pellerano's suggestion, and with his support, I hope to submit a study project for the elaboration of such a program to the ILO.

What will consist of? It will integrate the general model and the specific model of the person, that is, situate both in a systemic model. The resulting model will aim at revealing how to coordinate the measures that should be applied, by placing these measures in the various systems, i.e., the family, school, training work and the regional community. It is obviously not possible to define this model today. I will thus only briefly evoke a few considerations concerning it.

For example, if we accept the fact that occupational choice corresponds to a process that develops gradually starting in childhood, how can we encourage its development at schools? How can parents and teachers be included? And which organizers and coordinators could help?

Or if we think it is useful or necessary to have occasional contacts with occupational realities, social realities or the area of leisure, how can these contacts be organized and managed? How can professionals in training, employers and community leaders be involved?

---

4) It is undoubtedly here that we should consider particularities such as status according to sex, age, state of health, ethnic origin and religious affiliation.

And, more generally, how can the transitions between one system and another be accomplished? It appears that in the future people will not simply leave the training system and become permanent members of the work system or public community. Instead there will be a back and forth movement. We know that the roles and functions people play during their lives will evolve and change. Perhaps people will have to periodically renew their preparation for new situations. There have already been several attempts in this area.

6. Difficulties will arise, for example, if people eventually have to share their work, replace it by public or other tasks, or complement it by certain leisure activities. It will be important to balance and harmonize people's roles, in short, to ensure that satisfying the needs and expectations of each person is compatible with satisfying the needs and expectations of all. If guidance specialists prepare for and contribute to the effort, they will reach the goal they hope for—the goal expressed at the beginning of this paper.

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Appendix 1

Example of "A Holistic Conceptual Framework" (Moos. 1986)

The model shown in Figure 1 depicts the environmental system (Panel I) as being composed of organizational and work-related factors as well as of current stressors and social resources that stem from other contexts in an individual's life, such as the family and neigborhood. The personal system (Panel II) encompasses work-related factors such as the type of job (occupation) and work role, sociodemographic characteristics, and personal resources such as self-esteem, intellectual ability, general problem-solving skills, and needs and value orientations. The personal and environmental systems affect each other, as do work and non-work factors in both systems.

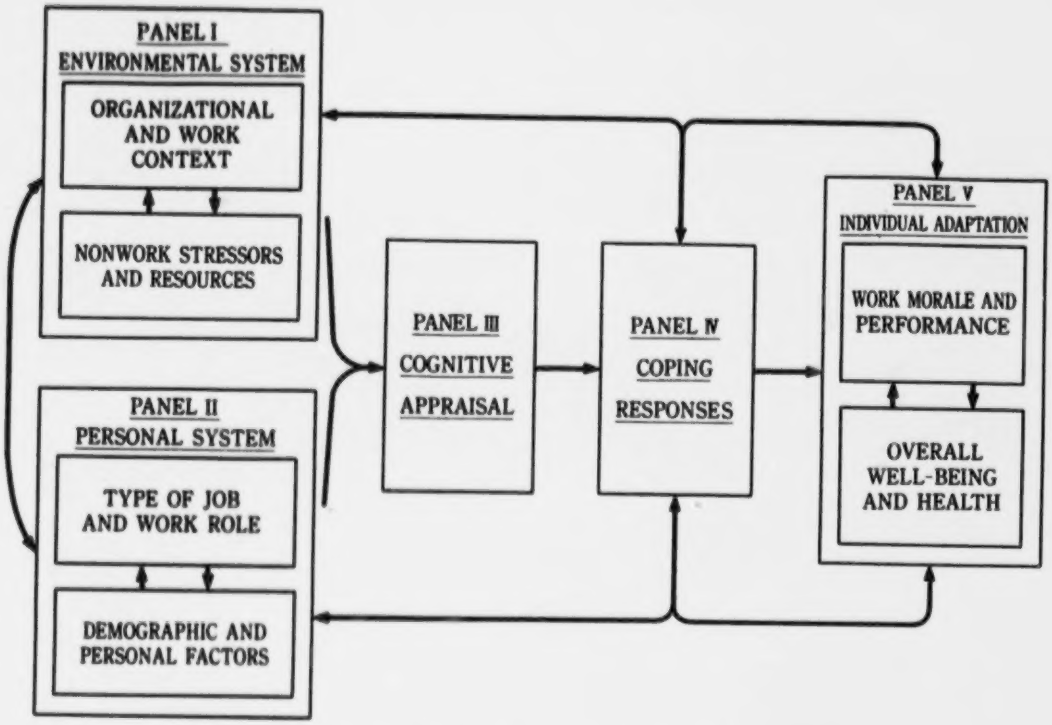

PANEL I
ENVIRONMENTAL SYSTEM
ORGANIZATIONAL AND WORK CONTEXT
NONWORK STRESSORS AND RESOURCES
PANEL II
PERSONAL SYSTEM
TYPE OF JOB AND WORK ROLE
DEMOGRAPHIC AND PERSONAL FACTORS
PANEL III
COGNITIVE APPRAISAL
PANEL IV
COPING RESPONSES
PANEL V
INDIVIDUAL ADAPTATION
WORK MORALE AND PERFORMANCE
OVERALL WELL-BEING AND HEALTH

Figure 1. A model of the links between work and non-work factors and individual adaptation.

The conceptual model posits that the link between the environmental system (Panel I) and adaptation (Panel V) is affected by the personal system (Panel II), as well as by cognitive appraisal and coping responses (Panels III and IV). More specifically, cognitive appraisal (Panel III) and the environmental and personal factors (Panel I and II) that foreshadow it can shape coping responses (Panel IV) and effectiveness (Panel V). Cognitive appraisal is the outcome of an interplay between the personal and environmental systems. Consider a work group in which employees determine the allocation and sequence of specific tasks, the timing of rest breaks, and the principles underlying variations in pay. Most observers are likely to appraise such a group as high on involvement and autonomy, but an individual who is oriented toward external control (personal system) might see it as chaotic and disorganized.

Appendix 2

Example of "A dynamic interactional model of career development"

Figure 2.1, adapted from Lerner (1984), attempts to describe such person-context complexity with particular reference to career development. It must be emphasized that this figure is only descriptive of the relations that the various theorists and researchers have noted as being involved in person-context relations. Indeed, the bidirectional arrows in the figure correspond to relations identified on various segments of the human development and career development literature.

It should be stressed that we do not believe that it would be useful or even possible to do research testing the figure as a whole. Instead, the use of this or similar representations of person-context relations is to guide the selection of individual and ecological variables in one's research and to provide parameters about the generalizability of one's findings; that is, this representation should be a reminder that one needs to consider whether the results of a given study may be generalized, beyond the particular individual and ecological variables that have been studied and applied to other community, societal, cultural, and historical contexts.

But it should also be emphasized that the representation is a useful guide to theory development. What is illustrated by this and other such figures is that there need to be three components of theory-guided reseach on person-context relations. First, one needs to have some conceptualization of the nature of the attributes of the person one is interested in studying. Second, one must have some conceptualizations of the features of the person's context one wishes to explore and a rationale for why this portion of the context is pertinent to the personological attribute (s) one is assessing. Third, and most important, one needs some conceptualization of the relation between the individual attribute (s) and the contextual feature (s).

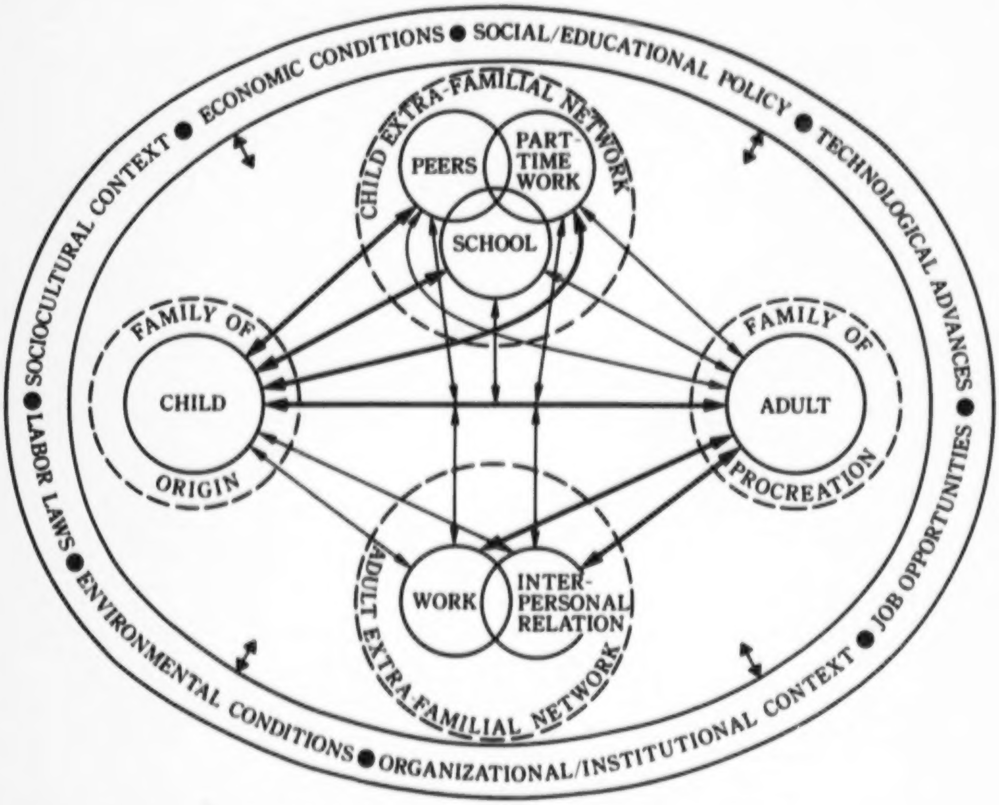

SOCIOCULTURAL CONTEXT ● ECONOMIC CONDITIONS ● SOCIAL/EDUCATIONAL POLICY ● TECHNOLOGICAL ADVANCES ● JOB OPPORTUNITIES ● ORGANIZATIONAL/INSTITUTIONAL CONTEXT ● ENVIRONMENTAL CONDITIONS ● LABOR LAWS ●
CHILD EXTRA-FAMILIAL NETWORK
PEERS
PART-TIME WORK
SCHOOL
FAMILY OF ORIGIN
CHILD
FAMILY OF PROCREATION
ADULT
ADULT EXTRA-FAMILIAL NETWORK
WORK
INTER-PERSONAL RELATION

Fig. 2. A dynamic interactional model of career development. (Adapted from Lerner, 1984)

Appendix 3

Models of Royce & Powell

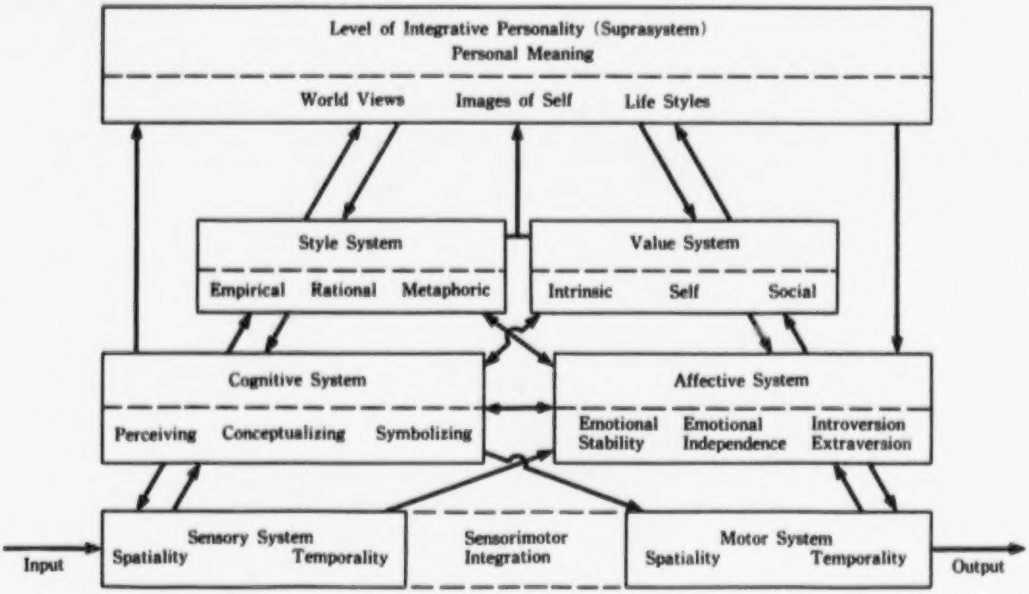

Level of Integrative Personality (Suprasystem)
Personal Meaning
World Views
Images of Self
Life Styles
Style System
Empirical
Rational
Metaphoric
Value System
Intrinsic
Self
Social
Cognitive System
Perceiving
Conceptualizing
Symbolizing
Affective System
Emotional Stability
Emotional Independence
Introversion Extraversion
Input
Sensory System
Spatiality
Temporality
Sensorimotor Integration
Motor System
Spatiality
Temporality
Output

Fig. 3. The basic systems and interactive relationships of integrative personality. (From Powell & Royce, 1978)

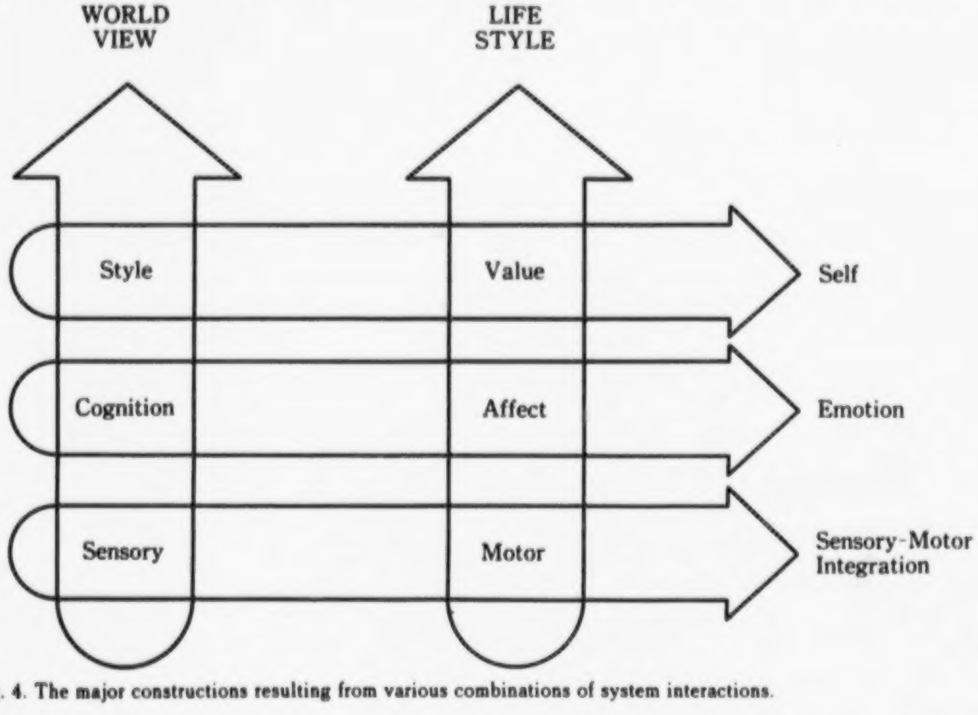

WORLD VIEW
LIFE STYLE
Style
Value
Self
Cognition
Affect
Emotion
Sensory
Motor
Sensory-Motor Integration

Fig. 4. The major constructions resulting from various combinations of system interactions.

THE NATURE AND SIGNIFICANCE OF VOCATIONAL GUIDANCE IN THE 21ST CENTURY

by
Hans Z. Hoxter

The 21st century will bring fresh challenge and considerable changes in the nature and significance of vocational guidance. Its future development will largely depend on the level of economic activity and will be closely bound up with health care. A broadening of the concept of vocational guidance will be necessary to include a more comprehensive approach which does not solely focus on the occupational aspects of the client's life. An understanding of the unconscious processes which come into play at times of change and decision will be essential and in order to attain this holistic attitude a more thorough training in psychological counselling will have to be provided.

The traditional distinctions between educational and vocational guidance is likely to disappear completely. The process of career and life choices is becoming universally recognised as a developmental one, spanning a number of years, and not simply a discrete event taking place at school leaving age. Guidance will soon be accepted as a continuing process throughout secondary schooling which must take account of the vocational and personal implication of educational choices.

Rapid and ever-accelerating technological and social changes will demand a constant review of occupations by a central Government agency and occupational research institutes. Guidance workers and counsellors may have an important part to play here too, contributing to the development of national employment policies. As some have suggested, it may be necessary for guidance workers to involve themselves in working politically, to foster social change, as well as educationally for individual change. There is indeed some force to this argument since developing life skills in careers education programmes will have the effect only of redistributing the life-chances of those looking for work in favour of those with the relevant personal skills. It will not increase the number of opportunities available.

Turbulence in the labour market, with new occupations emerging as traditional jobs and industries disappear or change out of all recognition, may render obsolete the assumption of a one-career working life. People will be changing jobs more frequently and highly adaptable facilities for retraining throughout their working lives must be provided. Counsellors will therefore have to work within a much broader remit taking account of the likelihood of job changes and the possibility of long periods of unemployment. Both in breadth and depth repeated up-dating of in-service training will be required, to help practitioners cope with these continuous changes in the labour market and the concomitant changes in people's lives.

The counsellor's role as a source of information will be substantially supported by the technological aid of computerization and electronic and video transmission of information. One of the most valuable benefits of computer-aided guidance systems is their capacity to store and present in a manageable way vast quantities of occupational and educational information. Counsellors will thus be freed from some of the more routine aspects of their work, and therefore they will be able to devote more time and energy to the creative use of a wider range of human resources. The role of interpreter and evaluator will become highly valued and as a result the guidance process will become greatly enriched.

The movement towards a more international, multi-ethnic society due to travel will bring with it the challenge of eradicating the inequalities of race and colour. The benefits of vocational guidance will have to reach all corners of the earth, in underdeveloped countries as much as in the developed world. Vocational guidance should not be restricted to the major cities but extend if possible to small villages. This mobility and flexibility is essential in order to adapt to the far-reaching changes already taking place in all societies in a shrinking world.

The present inequalities of differing opportunities for men and women, skilled and unskilled, will necessarily have to change as women become an ever-increasing part of a workforce whose traditional structure changes with technological and social change. Job-sharing is likely to become more common but this assumes that there will be skilled labour available in abundance. The reality, however, may prove quite different. It may well be that an elite alone will be in full-time work as we know it today. What is certain is that many more people will require guidance in finding occupational fulfilment outside the realm of paid labour and will want help in adapting to new life styles. The challenge of attaining an individual's potential and the difficulties of matching people with jobs will become more acute. A new emphasis on the use of leisure time and demand for further education will arise. The term, "occupational fulfilment", can no longer be restricted to the time spent in paid labour but will apply to the activities of a life-time spent undergoing continuous change. A continuous, adaptable, mobile life-long service will therefore be required of the counsellor in his or her role of mediator between the world of work (or no work) and the family.

VOCATION AND VOCATIONAL GUIDANCE IN THE 21ST CENTURY

by
Hermann Röhrs

Vocational guidance may be seen as a compass helping to chart an individual's route from school into the world of work. As such it is highly future-oriented. Future here means two things, first the undiscovered country of a prospective occupation with all its imponderables and unknown quantities, embarked upon by a young person with specific aptitudes and inclinations which can however only be truly assessed when they have proved their potential in the face of the challenges of the work situation; and secondly as the dynamic modification progress undergone by the whole sphere of work and employment, with tomorrow's occupational profiles differing sometimes radically from the ones discernible today.

Even in a secularised world vocational guidance performs a function which must be approached responsibly if it is to be of genuine assistance in occupational choice. Though the terms used to describe this function have lost much of the existential portent they once possessed, the choice of occupation, however soberly we look at it, still represents a decisive step away from the sheltered world of school towards the uncharted waters of adult life. Choice in this situation implies an act of self-choice in the face of the world of work and the opportunities of individual achievement that it provides. The task of guidance is then to place that act on as firm a footing as possible by studying a person's individuality against the prospect of a first concrete development of his or her concept of self in a changing occupational context.

No other educational activity is as directly dependent on prediction as vocational guidance. Thus inquiry into the future of vocational guidance is more than justified in the context of the two definitions of future offered above. And we propose to examine it in that dual connection after some brief initial remarks on the scientific substantiation of predictions.

Educating For The Future – A Feasible Proposition?

Forecasting the future is an extremely complex business. If it is not to degenerate into idle speculation or soothsaying it requires a scientific foundation that we are not always in a very good position to provide. To essay such a prediction is to be confronted starkly from the outset with the methodological question of substantiation. Analysis of the problem shows that a multiplicity of factors are involved in all areas of educational development, whether we look at the future of nursery schools, primary education, secondary schools or university student figures.

Mention must be made at least of such factors as structure and efficiency of the economy, the status accorded to public education and the development of technology. We cannot afford to neglect any of these points if we hope to draw a balanced and reliable picture of the shape of things to come. Predictions about relatively circumscribed areas, such as vocational guidance, must at all events be placed in the overall context, as the interface between specific areas and the overall landscape is very extensive. In our case this means that the problem of vocational guidance can only be properly discussed against the backdrop of the importance a society attaches to vocational activity and vocational training system and the values subscribed to generally by that society in a given period.

Human life is geared to the past, the present and the future. Every moment we live through extends into the future, as this is where the solutions to the problems of the moment will materialise; at the same time, the present, itself no sooner present than past, is a product of history and as such charged with the fund of knowledge-by-experience that history hands down to us. To actively live up to the requirement of the present, man must combine a critical assimilation of experiences of the past with an informed view of future developments.

For all that, the question of education has long been neglected in futurological speculation and reflection, although with its emphasis on development and formation towards a state of maturity its orientation towards the future should be obvious. But deep down all education is conservative in character. It seeks to combine improvement with preservation and in so doing has become too static, too inflexible in relating the process of learning to the admittedly very variable notions of what the future holds in store. But if instead of arguing about imagined versions of the possibilities the future holds we prefer to consciously anticipate and squarely confront the impact of those possibilities on our attitudes and objectives, thus making an uncertain future into a "feasible" proposition susceptible of rational planning, then education and its institutionalised forms obviously have a major role to play. (Röhrs 1971, 100/101)

The Comparative Approach In Futurological Inquiry

All education is essentially future-oriented. It seeks to ensure a better life for everybody, combining self-fulfilment and self-actualisation for the individual with the guarantee of adequate socio-economic foundations. Though Rousseau and his many followers emphasise that the best way of effectively preparing for the future is for education to attend exclusively to the present needs of the child, this is to overlook two things. First of all, this tenet of Rousseau's is a polemic against the Enlightenment and its one-sided concern with "pouvoir pour prévoir, prévoir pour régler", influenced by Comte. Secondly, Rousseau himself was never an opponent of foresight or planning for the future, as is amply demonstrated by his own educational and political blueprint, which seeks improvement via reform and is exclusively future-oriented and planning-minded. Indeed there is no educational system that is more emphatically centred around planning for the future than Rousseau's. Next to this there has always been a second line of thought aiming at an educationally motivated design for the society of the future. Traceable to Plato's "Republic" this bias has found its most eloquent expression in the educational utopias and Rousseau's *Social Contract*. The emphasis here has been on what is immediately practicable and the construction of theories to explain it.

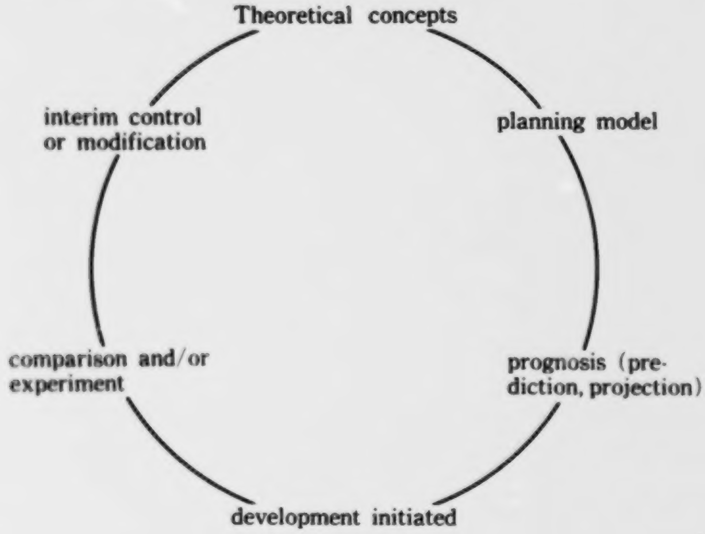
A first example of future-oriented planning was developed by Marc-Antoine

Jullien de Paris. In his direct lineage we find Pedro Rosselló (1959, 7), who re-discovered and interpreted his works, and also enlarged upon the idea of employing critical analysis of comparative material with a view to laying bare some kind of constant underlying international development tendencies and using that as an orientation for future planning. Rosselló calls his approach "éducation comparée dynamique", implying that development tendencies are not only to be uncovered and interpreted but also critically weighed up with regard to the direction and the intensity of development which they represent. Carefully established base data interpreted statistically and hermeneutically provide fairly profound insights into the general development profile and in so doing allow a relatively well substantiated short-term prognosis, analogous say to the techniques employed in meteorology. (Rosselló 1959, 3)

In his "éducation comparée dynamique", Rosselló limits himself to an indication of the main tendencies in the international field, such as the increasing significance of educational systems giving priority to secondary and vocational education and the increasing influence of the state. Later, however, he directs his attention increasingly to constants and patterns. International comparison is undertaken on the basis of ever more formalised models. These models fulfil an increasingly important orientational function for educational policy. International comparison thus gains substantial political relevance for the formulation of medium- and long-term goals in educational planning. (Berstecher 1970, Dieckmann 1970)

This is not to attribute to international comparison any normative significance. Its strengths lie in its ability to uncover and point up development structures and profiles and thus enhance awareness of them. One of the undeniable advantages of the comparative approach is that it helps to overcome national complacency. Failure to attain and maintain international standards would represent a major disgrace in the eyes of the international educational community. Such complacency is doubly irresponsible in an age

Model of an ideal-type planning process


Theoretical concepts
planning model
prognosis (prediction, projection)
development initiated
comparison and/or experiment
interim control or modification

where educational systems are performing an ever more crucial function in macro-societal development.

With this model an increasingly formalised representation of educational system s possible. But the question to what degree predictions are susceptible of scientific substantiation is one that defies concensus. The fact is that prediction cannot be falsified and hence fails to satisfy an important criterion for scientific activity. Falsification becomes rather a function of the development itself, which, in the case of medium- or long-term prognosis, is able to transform social conditions to such an extent that the underlying hypothesis is very hard to identify.

It is for this reason that Jan Tinbergen in his study on "How should research into the future be conducted?" suggests limiting prediction to the medium term. (Tinbergen 1973, 177) But neither in education itself nor in the educational sciences providing its theoretical foundations, nor yet in politics can we do without long-term prognostication. Only at this level can a perspective on educational strategies be developed. True, the procedures used ought to be far more sophisticated. One important criterion should be that long-term predictions be accompanied by a hypothesis, which in its turn should be formulated on the basis of a balanced critical review of the material provided by research. A feature of hypothesis formation is the historical aspect, in the guise of a critical inquiry into the findings of related scientific approaches in the past. (Röhrs 1975, 45-48)

Learning From The Past And Present For The Future

Failing any really decisive setbacks—natural disasters, or atomic incidents of various kinds—the development tendencies of the 21st century are at least interpretable in their rough outlines. Clarification of the major issues involved has been encouraged by two institutions in particular, the International Institute for Educational Planning, established in 1963 within UNESCO and with the support of the World Bank and the Ford Foundation, and the Policy Research Center in Stanford, established as a section of the Research and Development Center in 1964 under Title IV of the Elementary and Secondary Education Act (ESEA) of the United States and at present working under the name of "Institute for the Future".

A guiding principle of prediction is that it should proceed from an analysis of the recent past and present to estimate their development potential for the future. Paradoxical as it may seem, our view of the future only takes on any genuine reliability when it incorporates inquiry into the past and present and the constructive forces they display. This insight is common to all futurological studies worthy of the name. In the important publication by the International Institute for Educational Planning entitled "The future of education and the education of the future" we find the following: "Any forecast of the future presupposes an accurate knowledge of the present". (Le Thanh 1980, 65) And in the central chapter of the volume "1988 Ten-Year Forecast" of the Institute for the Future, under the heading "A look back and ahead", we are told: "To make any credible attempt to identify new methodological directions in future planning (F.P.), it is important to see F.P. in the context of other related activities that have preceded it." (1988 Ten-Year Forecast, 133)

The hub—though by no means the yardstick—of this inquiry into the future must be Man himself, his mental and physical constitution, his relation to society, nature and the environment. Attaining to genuine humanity in a humanly organised world is an aim of major integrative potential for all our less global goals and objectives. "Learning to be", as the Faure Report (Paris 1972) is called, consciously develops an existential learning concept, placing the social and emotional relevance of the idea of humanity on a par with the intellectual side of it.

For the first time in the history of mankind, human existence in modern society is not only an individual and national problem; it is a task of global dimensions involving all the inhabitants of this earth. This global vision is not the preserve of a small circle of initiates, but a duty and task incumbent upon us all. In a technologically organised society with unlimited communication potential, the behaviour of each and every individual has decisive repercussions on all his fellows. "Learning to be" is a task that confronts all of us alike, whether in industrial or developing countries.

The idea that learning must be reinstated as an anthropological task in a global perspective[1] is also the keynote of the Club of Rome's weighty appeal entitled "No Limits to Learning. Bridging the Human Gap". In view of the "worldwide dilemma" traceable in the last resort to unemloyment, hunger, shortage of resources, population explosions in large areas of the world, increasing violence, escalating armament—despite initial disarmament moves—all in a sheerly inconceivable and hence uncontrollable degree, it is vital to do everything we can to break this vicious circle. The Club of Rome calls this crisis peculiar to modern existence "the human gap" : "The human gap is the distance between growing complexity and our capacity to cope with it." (Club of Rome 1981, 6)

The present situation menaces our very existence because learning from the "relapses" and "reversions" that Kant (1922, 152) was still able to look upon as drastic historical lessons in the process of maturity towards true cosmopolitan virtues is no longer possible. Modern "relapses" can spell the end of humanity. Learning by shock (Club of Rome 1981, 53) which has often been a decisive spur to human judgment and far-sightedness must now be ruled out as a source of such wisdom and any appeal to it branded as a suicidally ignorant trifling with disaster. "How many lessons must history teach before we learn to live in peace?" (Club of Rome 1979, 25)

This question is an alarming one because it leaves us without any alternative. We must learn to assume the global political responsibility for our impossibly complex world by attending to the micro-societal sphere and the effects it can have on the whole. And thus the question of the shaping of our existence through learning and hence of the vocational sphere arises anew. Given the futurological principle of deducing the future from the basic tendencies of the present, the first thing we must attempt is a sketch of the developmental tendencies in the vocational sphere at this moment in time.

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[1] Astonishingly the terms vocation and work do not figure in the report "Global 2000". The emphasis is squarely on population instability, resource preservation and environmental problems, in the framework of global models (Global 2000, Frankfurt 1981, 20th edn.)

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CHANGES IN THE WORK AND VOCATION SPHERE

by
Hermann Röhrs

In industrial and post-industrial society, the term vocation has lost much of its original, almost religious meaning of "vocatio", a "calling" for a particular activity. But in its new secularised significance of "job" or "profession" it has still developed into the centrepiece of planned individual human activity. In the anonymity of modern society, in which human contacts and relations are often highly formalised, occupational activity has become an area in which a person can prove his or her worth, and represents a source of self-affirmation and satisfaction alongside its economic security aspects. At the same time, however, the world of work, which in industrial societies holds out over 1000 different kinds of gainful occupation, has been radically transformed by advanced technology and computerisation, frequently involving a reduction of occupations to isolated functions devoid of any genuine meaning or satisfaction for the people performing them.

This development in post-industrial society has had far-reaching effects on the relationship between man, vocation, workplace and leisure and hence on work morale and the work ethic. Much of this can be attributed to the incipient formation of a New International Economic Order and its influence on the central principles of employment policy with the attendant effects on attitudes towards employment, work and vocation. The development away from physical hard work now appears to be taking a different course from the one originally expected. Instead of a progression from "laborare" to "opinari", i.e. towards individual creativity, the trend appears to be moving towards a scientifically oriented form of active involvement in a pre-designed, pre-calculated production process.

In intellectual terms, the development may be seen as a progression from the "discovering" mind through the "inventive" mind to the "planning" mind. According to Karl Mannheim (1958, 16), to whom we owe this distinction, it takes the "planning" stage to provide the opportunity of charting a clearly organized overall blueprint for a reshaping of the relations between society and vocation in all walks of life. Whereas the rationally based attitudes of the "homo inventor" are largely concerned with technical feasibility, the "planning mind", with its concentration on wholes rather than parts, will inquire into the repercussions on the social dimension and the individual's position within it.

The high degree of specialization resulting from industrialization and bureaucratization requires a profound understanding of technical and organizational processes alongside the fundamentals of training in manual or commercial skills. This creates a new relationship to work, one that calls for a broad theoretical schooling. As we depart more and more from the 40-hour week, it will thus be necessary to pursue this new dimension during leisure-time, deepening one's understanding of it in one's own particular field and extending it to embrace general human issues. This combination of main vocational activity plus in-depth reflection in one's free time must be forged into a mutually supportive unity extending to questions of human existence in the broadest sense. (Röhrs 1967, 140/141)

"Learning to be" will need to be concretely related to vocational activity in the sense of "education for living". It is in this direction that the plain-sounding statement of the Club of Rome points, in its report "No Limits to Learning" : "Societal anticipation" will be one of the most important characteristics that a society of the 21st century can display". (1979, 26) The form of learning that presents itself as compatible with this requirement is that of participatory and anticipatory learning in socio-political responsibility (1979, 40) This restores to the learning process a socio-political dimension which was invested in it in the tradition extending from Plato to Rousseau. Learning as a product of critical participation can indeed play a role in determining societal development in an anticipatory fashion via reform. This is particularly true of learning in the vocational sphere, with its potential for innovative development.

In this connection we then find "new values" taking shape which effect a changed relationship to the world of work and vocation via changed awareness. —The motto is "work less and work differently", epitomising an attitude of critical detachment towards the world of work and leading to the call for a conditio humana for work in general. Work, even if devoid of genuine creativity, should still be experienced as a meaningful activity. From this point of view, changing jobs loses the odium of failure and takes on the character of an experimental sounding-out of the possibilities, placing the accent on an active departure from the occupational "rut" towards self-actualization in the work context.

Free enterprise, once associated with old-style capitalism and "established" companies, has been given a new lease of life by the so-called "new self-employed", the "new entrepreneurs". Innovative organization forms are being fashioned to respond to newly created demand in unconventional ways. This tendency needs to be encouraged in future by more systematic vocational education. At Ohio State University in Columbus, the National Research Center for Vocational Education already offers courses of advanced study for young entrepreneurs and a corresponding body of literature has emerged to go with them. (Röhrs 1988) Our age is marked by a tendency for people to leave or change their jobs much more frequently than was formerly the case. The reasons for this are often ideological. But alongside this we also find an increasing call for change in work modes and life forms in large areas of the population. Under the influence of this, the trend towards ecologically controllable production methods and naturally produced commodities is growing, together with the demand for a re-organization of the work environment and the private sphere. A more detached attitude towards vocation and work goes hand in hand with greater sensitivity towards the multitude of social tasks posed by the community; this new feeling of responsibility is reflected in the increased significance of social work done in an honorary capacity. (Benseler, Heinze, Klönne 1982 /Afheld, Rogge 1983/Lutz 1984)

An important unknown quantity in all futurological statements on change in the world of work is still unemployment. The impact of technology and computerization on work will probably lead to a 15% increase in unemployment, according to the French philosopher and writer Andre Gorz' international forecast. (Gorz 1985, 213) The recommended antidote is a reduction of working hours, a measure which requires some reflection on the plane of manpower and employment policy. This political development calls for some radical re-thinking at the educational level—and particularly in vocational education—leading to a new concept of vocation centring around a view of further education and training as part and parcel of the vocational sphere. The greater latitude thus offered could lead in liberal democracies to greater social-political involvement.

Career Research And Its Influence On Vocational Guidance

Vocational guidance and career advice can both look back over a long and venerable tradition. Throughout its history, education has seen its prime task in the nurturing of personal responsibility and identity, extending not only to the qualifications for choosing a vocation but to the ability to choose the right vocation. Thus the centrepiece of the educational process in Rousseau's "Emile" is finding the right occupation. And in Pestalozzi's "Lienhard und Gertrud" the crowning element of education is the choice of a suitable employment for the youngsters on the basis of visits to representatives of the various trades in their workshops. The ultimate gratification for the educator is located in the right choice of occupation for his charges, his major concern being to reconcile the aptitudes and inclinations of the young people in his care with the requirements of the occupations open to them.

This educational responsibility for the right occupation has always been discernible in those schools and teachers that have seen it as their duty to be educators in the fullest sense. But despite Pestalozzi's emphasis on Education for Living, vocational guidance since the 1920's has been limited more and more to a one-dimensional act of initiation into the world of work. The conventional vocational guidance tenet that for a person to fulfil his potential he must choose HIS vocation in accordance with his individual abilities has reigned largely unchallenged.

In Germany, vocational counselling was constitutionalised via government legislation in 1918; in the Arbeitsförderungsgesetz (AFG) of 25 July 1969 it figures under the designation of "vocational information" and is described as being the job of the employment offices, in cooperation with the schools, whose task is seen as that of providing an initiation into the world of work and economic activity. As the term "vocational information" proved too formalistic in practice, the designation "vocational guidance" established itself in its stead. Both sides are enjoined to limit themselves strictly to the guidance function and refrain from any kind of specific encouragement towards certain kinds of vocation.

Accordingly, Article 12 of the Basic Law of the Federal Republic expressly guarantees freedom of vocational choice in principle. But the increasing shortage of apprenticeship slots has meant that many young people are forced to accept any opening going, even if it does not accord with their original preference; this is of course a very substantial restriction of freedom of choice. Indeed under the influence of economic and employment policy constraints, vocational guidance has tended more and more to limit itself to information on the possibilities open to young people; the properly educational element has been relegated to the background. Test psychology, with its claims to objectivity in matching individual aptitudes to vocational profiles also did its bit to encourage a rather static and one-dimensional approach to this issue.

In the last two decades influences from the United States have been instrumental in instituting a re-thinking process. Although the education systems of West Germany and the United States display a number of differences—on the one hand high school, college and, increasingly, community college, on the other a basic three-tier system combined with the dual system (Röhrs 1988)—the problems of vocational guidance in the final phase are still similar enough.

Of major moment for the development in the United States has been the work of D. E. Super on career development (1957, 1972, 1986) in connection with the theory of the concept of self. Against this background, a career model has emerged which consciously opposes any kind of non-integrated guidance. The static structures of vocational guidance routine, with its concentration on a restricted liaison function between the individual and the world of work, is here superseded by the idea of vocational awareness as a lifelong process. It needs to be taken into account at all stages of education and seen as an integral part of the emergent concept of self. Vocational awareness and fulfilment then become the central pillar of self-evolution as a dynamic process representing a major constituent in the overall development of an individual's life.

Thus we have tne substitution of a developmental perspective for the hitherto dominant trait-and-factor model proceeding on the principle of matching and harmony between an individual's personality traits and the requirement profile of the occupation in question. In the context of career research, vocational guidance is transformed into career guidance or education and vocational counselling replaced by career counselling. But this is not a mere change of labels. The new terminology reflects a change of vision, appreciating the significance of a career for a person's whole life and hence developing into life career counselling.

This evolution, together with the development psychology approach of Ginzberg (1951) and the personality psychology research of Holland, (1979, 1981) has led to the systematic attempt being made in America with the support of the Department of Education to utilize the insights gleaned in counselling practice for schools. An important stage in the transposition of these ideas to a broader plane of educational practice is represented by the Policy Paper of the former Director of the Office of Career Education, Kenneth B. Hoyt, entitled "An Introduction to Career Education". (1975) Here career education is attributed the following functions—it should engineer greater integration of general and vocational education with a view to dovetailing educational subject matter and vocational requirements and thus increasing the likelihood of job satisfaction; secondly, career education is looked upon as a lifelong objective extending from nursery school all the way into adult life. Its goal is the interpenetration of vocational and everyday life in the service of a deepened concept of self.

The development of the idea of vocational career research in the United States has stimulated discussion in Europe. Since the mid-seventies a number of attempts have been made to turn this to account in West Germany. (Scheller 1976/Hagmüller, Brater, Wegener 1979/Bender-Szymanski 1980) Their effect on guidance practice has, however, remained relatively slight. The most promising attempt to apply these insights in the German context has been initiated by K.H. Seifert (1983, 1984, 1985); it has been greatly enhanced in its impact by a German version of the Career Development Inventory in the form of a questionnaire on career development (the "Fragebogen zur Laufbahnenentwicklung" or "LBE" questionnaire). This represents a potential source of valuable information on pre-career experience and the evolution towards career choice maturity. This specific species of maturity is of fundamental significance for careers and the empirical data collected with the help of these instruments are an excellent basis for analysis and comparison of further developments.

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FUNCTIONS OF VOCATIONAL COUNSELLING IN THE VARIOUS DEVELOPMENT SPANS

by
Hermann Röhrs

In the course of the last few years, the term "work society" (Schlutz 1985/ Kohli 1987, 128) has emerged to challenge the established concepts of "industrial" or "capitalist" society. Its attractiveness resides in the emphasis it places on work and vocation in their various forms in modern life. From this vantage, the phases choice of vocation, career planning and retirement acquire decisive significance. This is true both of the individual and society, for the work society itself is the sum of the contributions of all the individuals making it up.

As a key factor in a work society, work thus recovers its former social significance and dignity over and above the economic necessities, a motif that can and should be given adequate consideration in vocational guidance and choice. This concept of "free work" in whatever form it may take is supported by work and employment legislation and the efforts being made to humanize work and the world of work, and not least by counselling in connection with the choice of work or profession.

Vocational counselling is of central importance in this context. And this importance is enhanced by the concept of life-spans, pointing to the distinctiveness of the various phases of personal development in an individual's life and the necessity for a species of counselling geared to the problems specific to those phases. We may say without fear of controversy that vocational guidance must take due account of the different life-spans. This kind of guidance is of course most obviously important in the span encompassing the transition from school to work and in the consolidation and realisation of the choice made. Further important spheres of activity are job problems-whether economic, personal or professional-that may arise in any of the life-spans. These are obviously related to the problems involved in changing one's place of work or even one's occupation. Frequently re-training measures are necessary, organised either via in-house extension courses, technical colleges or rehabilitation centres. A group not yet mentioned is that of the physically and mentally handicapped, who obviously have very specific guidance requirements.

Exceptional cases such as these show up very clearly the particular kind of counselling and "education" vocational guidance is called upon to perform. Guidance is a process requiring not only a relationship built on trust but also good educational contact between counsellor and counselee. This in turn means that not only the problems specific to a certain species of occupation must be familiar to the counsellor but also the person seeking advice. Guidance requires that the counsellor put himself in the place of his client and look for solutions from his point of view. At the same time he must never lose sight of the objective factors involved in the relevant field of occupation nor the subjective make-up of his client. Reconciling all these elements with the individual desires and plans of the counselee and the insights they afford into his life perspective is the fine art of successful guidance. It requires a mixture of life experience, empathy and professional skill, all of which must be kept under constant critical review. This leads to the question of training for counsellors which up to now has taken very different forms. (Bude 1968, 369)

A second major function is information on the problems and potentialities of a profession or occupation that a person would like to embark upon. "Enlightenment," says Kant in his classic study "Was ist Aufklärung?" (in German the word "Aufklärung" means not only enlightenment but also education, advice, information) "is the process by which Man takes leave of his self-inflicted innocence". He goes on to stress that this process is unthinkable without the help of others. As Kant's train of thought in this context can be drawn upon to throw light on the problem of vocational guidance, I should like to quote it here at greater length: "Immaturity is the inability to use one's intelligence without the guidance of another. This immaturity is self-inflicted if the causes of it do not lie in any deficiency of the intelligence but in a lack of resolve and courage to make use of it without another's guidance." (Kant 1964, 53)

This definition is not only of relevance for Kant's own epoch, the Age of Enlightenment, but for any interpersonal action that sees it as its function to enlighten, whatever age it may take place in. Thus alongside the specialised knowledge it requires vocational guidance must also be oriented towards this philosophy. To act in the spirit of enlightenment means to convey to a person the immense individual, social and political relevance of the work he or she decides to do, in such a way as to enable that person to use his or her own intelligence when coming to a vocational decision.

Vocational guidance seen and performed in this light can be an instrument of self-liberation. While in the modern world with its economic and technological constraints the possibility of a later change of jobs can never be entirely ruled out, the motivation generated by the identification with and espousal of the work ethic of a particular occupation remains a highly reliable foundation for an individual's life-scheme. Yet despite the reduction of mindless work routines by technological devices, monotony and sameness can still cause considerable problems in many work areas. Improvement of workplaces with the responsible participation of those working, there is only a serious proposition if there is a counsellor in the firm that the people concerned can turn to for advice and help.

A prerequisite for workplace amelioration on the basis of such a dialogue with counselling personnel is that the basic principles of work pedagogy and psychology have been put into practice. Since the pioneering efforts of Elton Mayo in the Western Electric Company in Chicago in the early thirties, we know that counselling in the company context is not an alienating factor as long as it tackles human problems in a work-oriented frame of mind. Nothing can possibly be worse for a company than a dissatisfied worker. Work-pedagogic assistance via advice and guidance can help to improve the working atmosphere and hence stabilise the workers' attitudes to their jobs.

The slogan "education pays", much discussed in the aftermath of the Chicago project, was handsomely borne out by Mayo's own researches. It is not the technical improvements or the provision of better facilities that prove to be the most effective measures for achieving work motivation, but the dispelling of interpersonal friction and the solution of individual problems via guidance services. Internationally, work conditions and attitudes to personnel policy have changed greatly since Mayo's time, with clear recognition of the dangers of exploitation as a result of an educationally and psychologically motivated slavish and unthinking loyalty to one's place of work. But the fundamental problem has remained and this particular approach to its solution has lost nothing of its emulation value. At present it is being corroborated again by the phenomenon of group work in patriarchally run Japanese companies. (Eswein 1988) Group work—particularly in the form of democratic participation by the workers provides— an effective transposition of the cooperative principle to larger company units.

Counselling in firms and on the job is the necessary extension of vocational guidance measures as career initiation to prepare for the in-earnest situations of occupational reality. In so doing it consolidates the counselling aspect throughout the successive life-spans during which the majority of people spend most of the day at work. Problems at work overshadow a person's whole life. They need not necessarily stem from difficulties with the job itself or with employers, superiors, co-workers etc. Frequently they are in fact domestic difficulties which are objectified by being projected onto the work sphere and the demands it makes. Of course an industrial psychologist or works counsellor cannot be a family therapist as well. But he can initiate processes of self-recognition and clarification, frequently within the larger context of a company's or institution's social team, comprising works physician and social workers alongside himself.

This kind of structure will only exist in medium and large firms. In smaller companies, the Social Services or Employment Office counsellor may take over this role. To do so he must of course be both qualified for the job and available to do it. The ideal intimacy of counselling to be found in a well-integrated social team in a company cannot be expected from an external solution. Here various models need to be tried out, including "care-share" models with one vocational counsellor shared between a number of companies.

The aim of the work society is a neo-humanist one, namely to make work—alongside education and leisure—into a meaningful pillar of human existence. For this, counselling—coupled with social assistance in emergencies—is necessary in all life-spans and the crisis situations typical of each of them. The significance of embarking upon gainful occupation is matched at the other end of the life-cycle by that of termination of one's career. Retirement is a momentous change in human life, comparable to other decisive existential turning-points.

Retirement, as the word says, is a withdrawal from the formally active stage to a state of comparative inactivity, mirroring the progression from middle age to old age. As such it is of major significance, and is typically accompanied by "withdrawal symptoms". "The decision to retire is one of the most important decisions made during the life course." (Robinson, Coberly, Paul 1985, 503) It is a transition frequently termed a "rite of passage" in the English-speaking literature on the subject and this is an appropriate reflection of its symbolic status in the life-context. Thus this phase needs careful preparation on the education and guidance level. It must be stressed that this is not the "end of the line" with no more contact with "real" life but rather the culmination of the ages of man, the consummation of a life of meaningful activity.

This is of course not without its problems. In some studies we hear complaints about the reservations entertained against older people in firms. One of the most popular prejudices, termed the "older worker stereotype" by Stagner (1985, 791) is that increasing age brings with it a reduction of the faculties and hence a loss of specific competence and reliability.

Astonishingly, research has shown that many older workers accept this judgment without protest although measurement procedures have in fact proved the opposite. The consequence of such biased attitudes is the self-fulfilling prophecy syndrome. The individual's concept of self is undermined and this brings with it an impairment of job and life satisfiction sometimes also of self-confidence and thus of success at work.

Studies have shown that as a person ages, the speed of his work will diminish (Schmitz-Scherzer 1975, 137), but his reliability will increase considerably. This makes for "fewer mishaps" at work (Stagner 1985, 793). Older workers have an important role to play in maintaining work morale and company loyalty because they have an awareness of responsibility that goes beyond the immediate working environment. These empirical findings reaffirm the necessity of counselling and participation in the handling of retirement processes. Important progress has been made in the discussion of criteria for successful aging in retirement. Alongside the importance of general health and continuity of life-style more emphasis needs to be placed on general attitudes to life, mental activity and not least the awareness of and preparation for retirement itself. (Lowry 1985, 394/ Thomae 1987/ Niederfranke 1987, 178)

Thus we see that in all life-spans counselling has a specific function to perform. But it should never be intrusive, otherwise its most important characteristic, namely credibility and confidentiality will be undermined. Access to counselling must be guaranteed if possible at an institutionalised level and everybody should be informed in advance of its existence and availability. It should be there to be consulted in specific cases and to meet specific needs, except, of course, in cases where some kind of general emergency occurs. In all phases of life counselling should take the form of a dialogue based on mutual trust. Where tests are administered, their results should be discussed at a personal level, pointing to such limitations or insufficiencies as they reveal but also to the possibilities for removing them via further training. If counselling is to be worthy of the name then the results of such processes must not be pronounced on the person in question like some kind of oracular sentence or judgment but must be made comprehensible and also provide some perspective of how things can be made to improve in the future.

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THE FUTURE OF VOCATIONAL GUIDANCE

by
Hermann Röhrs

The following cannot claim to be an exact profile of the development of vocational guidance in the sense of what might be called a futuristic concept. It is rather an attempt to take our remarks so far as a basis for a forecast of what the basic structure of systematic vocational counselling might look like in the future. Here again we must remind ourselves that such forecasts are impossible to objectify and validate one hundred percent. They are dependent on the assessment of present facts and tendencies and these are obviously not going to remain stable. Also, prediction always has something of the nature of a recommendation about it, an expression of personal hopes. Then again we must be sensible of the fact that vocational guidance should never degenerate to an automatised projection of present tendencies into the future. It must rather attempt to weigh individual desires against social necessities in a spirit of scientific responsibility. In short it is a matter of constant critical vigilance with all the course corrections that may imply. This in its turn means having the courage to change one's mind and/or put up active resistance to harmful developments.

Vocational guidance will continue to be essential in the future. Indeed, post-industrial society will be doubly in need of this kind of counselling at all major junctures of personal decision, despite the general consolidation and encouragement of individuality and the burgeoning of judgmental and decision-making faculties that goes with it. But if it is to fulfil its function properly, vocational guidance will have to encompass the more far-reaching problems of life counselling. As working hours become shorter so the opportunities and problems of leisure-time and voluntary activity in family and society increase. And these will reflect back on a person's relationship to his or her work.

In addition, thought needs to be given to the "twilight zone" represented by illicit, secondary or "moonlight" labour, either as a result of unemployment or as an additional source of income "on the side", as well as the dangers and opportunities involved in changing jobs, a problem almost certainly encountered in the course of most people's working lives. A person's occupation is on the one hand a major source of economic security, self-actualisation and social-political challenge. But in future it is certain to turn into something far less hard-edged, an existential continuum with further education and training opening up new possibilities. In this process the experience gained in the previous stages of a person's life and career must not be discarded as irrelevant but actively drawn upon in the shaping of new vocational opportunity and outlook.

Given all this, counselling in future will be called upon to pay greater heed to the anthropological dimension, i.e. not only to the structures of professional qualification but to the person as a whole with his or her complex aptitudes and inclinations, including covert, unadmitted wishes which, as biographies show, often carry more weight than the results of tests or measurable skills and abilities. Aptitude and inclination are not to be looked upon as unchanging constants. They too are susceptible of evolution and development. To neglect the unspoken hopes and dreams of a young person on the threshold of adult life is to risk serious misjudgment. This is not to say that such desires must be taken as a guideline but they are still an extremely important indicator.

What we have said so far implies three things:

1. counselling must begin early and take the form of general guidance
2. this guidance is a lifelong process
3. it must be geared to the complexity of a changing vocational world.

Also, we need to remember the following: If the vocation is to become the existential centre of human life in the public and social context, then the variety of different forms it can take needs to be demonstrated to young people from early infancy. This can be done in a playful and pleasurable way, as Friedrich Fröbel has shown. First encounters with possible areas of vocational activity can be instituted via story-telling or with toys simulating work situations. A large number of children's books are also available on different kinds of vocation; they draw heavily on picture material and illustrations and are aimed largely at children of nursery school age. For this stage of education a great deal of pioneering work has also been done by reform educationalists, notably Pawel Blonskiy, who has designed toys simulating work situations of a largely industrial nature.

Vocational guidance at a more comprehensive level begins at school and is concentrated on the last two years before school-leaving examinations. If at fifteen young people lack the maturity to make a reliable choice of vocation then this is further confirmation that the question of vocation should not be left to the end of a pupil's life in school. The maturity required can be nurtured if ideas about the occupations available to young people have developed over a lengthy period.

Certain important aspects of vocational guidance call for specific mention here. Finding the right job is not the sole function of it. Human work and the structure of the vocational sphere are important elements of our culture. The demands they make on thoughtful presentation in a teaching context are no less extreme than those made by the arts or history. It is important for young people's views on life for them to be confronted at an early age with the kinds of work available in our society at a fundamental level. It is regrettable indeed that general readers and history books still devote so little space to this central sphere of human activity.

This educative function is of fundamental importance regardless of the vocational aptitudes a school-child displays. Young people aspiring to top careers need not be left in ignorance of the broad spectrum of vocations requiring apprenticeships or training in manual skills. Indeed holders of key positions will need such knowledge as an important part of their overall educational equipment, to be enhanced at a later date by personal experience. And finally, of course, a broader grounding of this nature is necessary to act as a foundation for the decision-making process itself. Insight into the complexity of vocational interplay and interpenetration helps in defining the specific nature of one's own field of work. And this is of significance for a person's concept of self and the evolution and stability of personal identity.

It needs to be recalled here that the three-tier educational system in West Germany creates conditions that differ in some important respects from educational systems built around comprehensive schools. Young people attending the "Hauptschule" (which corresponds more or less to the old British secondary modern school) are given a great deal more concrete guidance in occupational choice than their fellows in schools geared to preparation for higher education. Recent research has shown that parents are not in fact as dominant in the process of occupational choice as had previously been supposed. Particularly in the later stages of the decision process the influence of parents and teachers is less marked than that of vocational counsellors. (Lange 1978, 116) Parents of young people doing "Abitur" (A-Level) represent an exception as they are frequently themselves "well-educated" and can thus provide—or feel they can provide—substantial help in selecting the right profession. (Dincher 1987, 153)

Thus what has been called the "milieu conformity of occupational choice" (Beck, Brater, Wegener 1979, 17) still plays a greater role than is generally assumed. All in all, it appears that familiarity with the occupational world and the presentation of it in a both graphic and critical manner are of major importance in fostering the motivation for processing factual knowledge towards personal decision. A receptive attitude towards information after entry into an occupation is in its turn a function of "promotion-mindedness" as an expression of class-membership awareness and school performance. (Lange 1978, 110-125) And taking advantage of vocational counselling is also a motivati ng factor in seeking further orientation. (Schweikert, Meissner 1984, 153) The conclusion is that in future coordination between all those active in vocational guidance and counselling will have to be stepped up so as to provide lifelong orientation aid.

The major phases of the vocational choice process can be said to be roughly the following: first a purely imaginary selection (age 6-11), followed by a stage of tentative identification with individual occupations (11-14), then the experimental choice stage (14-16) followed by a phase of critical examination of workable possibilities (from 16/17). (Super et al. 1957/Scheller 1976, 40) In short, it is a multi-phase dynamic process. Given the complexity of aptitudes and inclinations attaining definition in the course of various stages of experimental identification and changing with new experience, counselling must combine continuity with the necessary flexibility to adapt to these various stages. Vocational choice in this complex sense is the result of the totality of pre-vocational development—including the evolving concept of self. It is never a purely situational decision.

Thus the various phases of vocational development only take on meaning if they are seen as elements of a lifelong process. Frequently vocational choice maturity is the product of critical response to experiences from one or more changes of job. Experiences capable of having a positive or negative effect on the emergence of vocational choice ability have not yet been much looked into in the literature. The aim of this process is attainment of job and life satisfaction, two things which are intimately linked.

In view of the well-defined nature of vocational choice ability in young people and the limited openings provided by the world of work a distinction is justified between the following vocational categories:

1. selected occupation, i.e. the one chosen upon leaving school after weighing up the circumstances;

2. alternative occupation, i.e. the one given preference if the selected occupation cannot be embarked upon;
3. desired occupation, to be aimed at with the help of further education. (Hagmüller, Müller, Schweizer 1975, 101)

If these distinctions were reflected in the layout of tests on vocational maturity, the results of those tests would be more detailed and precise.

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LIFE SPANS, THE LEARNING PROCESS AND VOCATIONAL COUNSELLING

by
Hermann Röhrs

The subject we are dealing with promises to be of considerable scientific interest as it encompasses three basic issues of modern life—the question of life spans, the inquiry into learning as a process taking place throughout the various stages of human life, and the overarching subject of vocational counselling and the need in this context for it to extend to some form of life counselling. As these important topics have hardly been aired to any significant degree, this study will not be able to provide any final answers or immediately applicable findings. The best we can hope to do is to sketch the course that discussion has taken so far, the matters it has concentrated on and the problems that remain to be solved.

The concept of life spans directs our attention to the fact that human development is a lifelong process. It is neither limited to childhood and youth, nor does it stop in old age. It is a dynamic process of interaction between a person and his or her environment and derives its energies from the mechanisms of inquiry, response, challenged and renewed inquiry operative between them.

The life-span concept (Baltes 1979) divides this process into various stages which, as in all development, are not rigidly geared to life statistics but a reflection of a person's biographical age. The life-span concept is not a substitute for the traditional theory of development stages. It consciously applies it to the entire course of life. This naturally implies a revision of the view that development and learning are largely concentrated in the early years and the later phases merely serve to stabilise, apply and modify what one learns in one's youth. The concept of life-spans derives from the insight that every period in life is determined by a learning process which leaves its imprint on a person as he or she attempts to come to terms with the phenomena and tasks that his/her world presents, and gives each life-span its distinctive profile.

This process is punctuated not only by the various stages of biological development but also by critical life events—job success or failure, encounters, journeys, marriage, illness, death—which are of such profound personal significance that they can make the whole of life appear in a new light. The way in which a person responds to such events and incorporates them into his growing critical awareness and self-awareness is not only a matter of personal substance or genetic constitution. Of major significance is the range of learning and experience gone through in early and immediately previous life-spans.

Considerable influence is exerted by what one has learned and how one has learned it, for all learning goes towards creating a categorial structure that remains a highly significant factor for all further learning. Thus we may speak of interdependence between life-spans. Each life span is subject to different "laws" and represents a distinctive stage in a person's psychological development. At the same time it is a link in a chain and thus dependent on the way in which earlier phases of life have been mastered and the extent to which an individual's perspective on life pre-determines decisions for the future. Thus the theory of life-spans provides an appropriate expression of the internal dynamics of human life and its orientation towards development and hence towards the future.

Any attempt to place the concept of life-spans in a historical perspective will lead sooner or later to Amos Comenius. Living in the turmoil of the Thirty Years War, he was forced to become a wanderer between worlds and learned to train his gaze on the essential things in human life—the Unum Necessarium. It was from this perspective that his concept of life-spans materialised, covering all human life from the cradle—and before—to the grave. Each span of life has its own laws but is at the same time part of a whole. As such it involves rights and duties that must be attended to. Failure to do so will have detrimental effects on later stages and thus for the whole. A person is the sum of his own history; the sins of omission or commission perpetrated in the one stage will have their repercussions in the following.

To show what light this conception can throw on approaches to learning and counselling it is worth looking more closely at the life-spans distinguished [illegible] Comenius. His divisions are as follows: "the school of pre-natal life" (Schola geniturae), "the school of early infancy" (Schola infantiae), "the school of boyhood" (Schola pueritiae), "the school of early manhood" (Schola adolescentiae), "the school of manhood" (Schola virilitatis), "the school of old age" (Schola senii) and the "school of death" (Schola mortis). Certain characteristics of this theory of life-spans are particularly remarkable (Comenius 1960, 222-450), first of all, the inclusion of the two extreme poles of human existence (pre-natal life and death) and secondly the primacy accorded to the learning process in all stages of life. Both pre-natal life and death need to be looked upon from a pedagogical vantage. Comenius' "School of Death" represents a standard of insight into and reflection upon the final stage of human existence in the perspective of the whole of life which has remained unrivalled in educational and gerontological thinking to the present day.

In contemplative review of the life-spans preceding it, the "school of death" becomes the crowning consummation of life. The requisite attitudes for this are communicated in the "school of manhood": "Little is required for a life to be good, that is happy; a fortunate cast of mind, tranquillity and a seemly mode of life". These are the basic ingredients of a simple existence geared to the important things in life, the res humanae; in a time of change and upheaval one might do considerably worse than recall them to mind, particularly in connection with the question of job and life satisfaction.

We must refrain here from comparison of Comenius' philosophy of life-spans and Rousseau's stages of development (Röhrs 1967), although it would be of some interest, as the latter are influenced by Comenius and introduce the female of the species for the first time in the figure of Sophie, at least in the later stages. Much of what these philosophies ponder could be a source of inspiration for present-day empirically oriented theory, as empiricism cannot do without speculation and intuition.

For comparison we may draw upon a suggestion for the division of life stages frequently discussed in gerontology (in connection with the life-span theory). After babyhood (up to 1), infancy (1-5), school and apprenticeship age (6-19), adolescence (19-25) and early adulthood (25-35), follow middle age (35-60) and old age (60-90); the last of these can be subdivided into younger old people (55-65), older old people (65-75), old old people (75 on) and the extremely old (upwards of 80). (Lehr 1987, 39) This is of course a hypothetical division, as stressed by life-span theorists, who attach only minor importance to age as determined by the calendar and regard societal and occupational aspects—"Functional age" (Stagner 1985,801)—as the anthropologically appropriate criterion for division.

Lifelong Learning

In his preface to the "Phenomenology of Mind", Hegel says that "a thing is not exhausted with its purpose but in its conduct towards that purpose and the result is not synonymous with the whole; the whole is the result plus how it was arrived at." (1927, 13) This illustrates not only Hegel's fundamental ontological stance but also throws light on the process of lifelong learning.

Man is an inquiring animal and as such centrally bound up with the principle of development. And the most effective motor of development is learning. It is by learning that man starts to think and his thinking runs up against limits that it takes learning to overcome. So learning is not restricted to one stage or span of development; it accompanies us through all the spans of our lives, for without permanent learning man becomes incapable of meaningful life, possibly even of survival.

This general anthropological insight is reinforced by the fast-moving changes taking place in modern society in which technology has become a determining factor in life. With this in mind UNESCO and OECD formulated the concept of permanent education (education permanente) or lifelong, continuing learning. This learning process, adapted to the various ages of man and the problems they bring, is what conveys the knowledge necessary for him to steer his course through the various life-spans.

It is here that the concept of recurrent education materialised. It is an attempt to institutionalise lifelong learning independently of individual initiative and alongside occupational activity, either by courses at work or in other educational institutions. The training or education of vocation, a subject of employment policy debate in all industrial countries, is designed to create the necessary conditions for this concept to function. The unanswered question as yet is the degree of occupational relatedness that such education should have.

A central aim of this learning process is competence in coping with one's vocation and one 's life in general. As such it represents a "dynamic construct" (Kruse 1987, 1) in the development of the individual. It is not given from the outset but matures in the course of the life-spans with experience and the willingness and ability to learn determining the extent of its realisation. The term competence extends both to the readiness and ability to learn and educate oneself as well as the interplay of psychological and physical dispositions and finally the readiness to husband one's individual powers and invest them creatively in the service of societal development. It is thus a complex concept embracing both judgmental and actional faculties and including self-criticism as an expression of the concept of self.

A basic criterion of lifelong learning is the life perspective which guides it and which must take account of later stages at the outset and preserve access to acpuired knowledge in later life. Learning to learn is conducive to such a perspective in that it focuses from the beginning on self-initiated activity with the help of natural aids such as general information and recourse to public institutions—libraries, media, adult education, museums etc. (Kallen 1974, 378) The aim is initiation into a self-activated learning process which like a wound-up watch never tires of keeping up to the minute, as the pioneer of the Danish adult education movement Kirsten Kold once put it.

This requires the awakening of learning ability and its consolidation into a firm will to self-education centred around the creation of a balance between societal development, its expression in established knowledge and culture, and individual development in the form of an emergent and evolving concept of self. (Kegan 1986) Despite the generalised urge towards self-preservation and self-illumination common to all stages, this process is subject to distinct laws in each life span. It finds its expression in the respective concept of self, characterised by the quest for full self-actualisation via the medium of the learning process, which maintains its inquiring attitude into the final span of life.

Learning attitudes need to be geared from the outset to the styles of participation and anticipation described in the Club of Rome's report "No Limits to Learning" (1979). This is a conscious departure from the concept of learning as an intellectual process largely divorced from life processes and the working world. Participatory learning is characterised by its open-minded involvement in the life world, resulting in ever new questions and the search for answers to problems. Thus it seeks to influence developments in an anticipatory way. This process needs to set in very early in life, of course, in an age-appropriate form, if it is to lead to a critically aware attitude towards life that can be sustained into old age. Learning ability is still very much alive in old age (Rudiger 1987, 66) and this should be taken advantage of. Learning in old age must of course be effected in connection with the learning experiences of earlier stages of development. As learning for living it must remain receptive to the full richness of individual experience.

From the point of view of the learning concept implied in the life-span approach, the answer to the question "Do adults learn differently from children?" (Raapke 1981, 103) must be "no". The learning process represents a continuum in which subject matter, maturity of inquiry and intensity of effort differ. But in its basic attitude of anticipatory participation it remains consistent throughout all life-spans. Thus the form of learning inculcated into the child will provide the key to learning in adulthood because the critical approach to the life-world will remain constant. Factual and orientational knowledge is enriched and activated by functional and power knowledge, culminating in what Scheler calls "redemptional" knowledge. (1960, 205) The common thread running through the learning process in all stages of life is the fact that this quest for salvational or redemptional knowledge is already present, essentially, in the emergent and evolving concept of self.

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CONSEQUENCES FOR VOCATIONAL GUIDANCE IN THE 21ST CENTURY

by
Hermann Röhrs

Vocational guidance in an existentially more complex sense can also benefit greatly from tests. To illustrate this we can take the F-Test (Fukuyama Profile)[1] as an example. The F-Test (1986) is projective and exploratory in nature. By means of a questionnaire referring to occupationally relevant areas of a young person's life it allows insights into the vocational notions entertained by young people. This serves not only to gauge the actual knowledge a candidate may have about this field but also to stimulate further development of that knowledge. The aim of the test is to promote occupational choice maturity and it attempts to achieve this in two ways, namely via exploration of the self and clarification of ideas about careers and the world of work. These first ideas are formed in the light of personal experiences resulting from contacts with the world of work, together with reports of co-students and adults. They are worked out in play, in self-exploration and in reading.

Together with related tests designed to establish and promote vocational choice maturity,[2] the F-Test performs an important function in connection with the changes to be expected in the sphere of occupation in the 21st century. The reasons for this are the following:

1. Vocational choice maturity is built up stepwise in a complex way but without any leanings towards specific occupations. It inquires not into individual dispositions and skills but into basic occupational aptitudes.

2. This characterises the openness of the procedure, which indicates the respective stage of development in which pupils and students are made aware of their own pre-vocational experiences.

3. Of importance is the fact that this pre-vocational experience is related to five basic fields of instruction and activity: plants and animals—crafts and commerce—domestic

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1)The F-Test was devised by Professor Dr. Shigekazu Fukuyama, President of Ashiya University, as a way of establishing, clarifying and developing the occupational notions of young people of school age-particularly upwards of 14. Its initial version was published in 1949. From then on the test has been worked up into an empirically based occupational development test. The international conferences taking place every two years since 1978 at Ashiya and assembling representatives from East and West have been instrumental in establishing the practical value of this test on the basis of an evaluation of the empirical results of its use in Japan, USA, Soviet Russia and Europe. The question of its applicability in other cultures has also been broached and to some extent clarified. (Dupont, Jobin, Pellerano 1987)

2)Including the German version of the Career Development Inventory by K.H.Seifert, the Life Planning Questionnaire (Crowley 1959), the Vocational Choice Questionnaire (Korman 1967), the Career Readiness Inventory (Appell, Haak, Witzke 1970, cf. also Hagmüller et al 1975, 102) science, helping and caring—trade and administration—activities that cannot be classed under one of these headings. The general information supplied on these areas represents a basic grounding for vocational choice, free of specific occupational bias and thus providing a foundation for the formation of vocational choice maturity.

4. The pupils' self-assessment and the formulation of a vocational preference convey important initial indications which can then be substantiated—and corrected—in a dialogue with students, teachers and parents and also via further experience.

5. The test has a format which makes it usable by the teachers themselves. Thus vocational guidance remains a function of the school and scholarly development and is not relegated to the periphery of school life. At the same time all possibilities for extra-school guidance can be drawn upon and coordinated as far as possible with school counselling.

Thus the F-Test is fully in line with the basic realisation underlying life career research, namely that the choice of vocation is not an isolated decision but a continuous process of concrete self-assessment coupled with investigation into objective requirements. In its early stages this process is strongly marked by subjective desires; further experience brings the possibility of correction on the basis of more viable possibilities that the individual is familiarised with. This form of organic development towards career choice maturity is best suited to the dynamic and highly formalised nature of occupational reality, as it presents a large range of possibilities for consideration and thus provides a foundation for the ability to undertake a change of jobs on the basis of sound criteria in later life.

As occupational reality changes, the methods and tools of vocational guidance will have to change with it. The following modifications suggest themselves for the F-Test in the light of this phenomenon:

1. Given that vocation choice maturity is the result of a process of development, it appears important to differentiate the questionnaire as to its use in the 8th, 9th and 10th grades. The counselling process would be placed on a firmer footing if the young people's preferences and changes of preference could be inquired into and their motivation illustrated via statements on the reasoning behind them. If changes of preference are to represent a genuine decision rather than a mere reaction to situational factors then the influences deriving from guidance or other sources need to be made transparent.

2. For guidance influences to be analysed in depth it is of central importance to be able to assess the relative impact of the sources of such guidance: parents, teachers, vocational counsellors, career representatives. This is only possible if questions on this important point are included in the questionnaire for the 9th and 10th grades.

This issue is of fundamental significance for the orientation of vocational guidance at the onset of the 21st century. In accordance with the futurological principle that prognoses should be a reasoned projection of typical tendencies in developments so far, let us first of all recall the state of discussion in the fifties on vocational questions and the future of that sphere. Two concepts dominated the argument at that time:

1. the call for a re-ordering of the connections between life and work (Minzenmay 1949), and

2. the call for "greater concentration on sound job-change criteria at an educational level" (Spranger 1967, 18).

These two requirements supplement each other and are to be discussed here as possible pointers for future vocational counselling.

(1.) In future, the vocation will continue to have a central position in human life albeit with a stronger emphasis on the social-political dimension. Occupation must be seen in conjunction with a number of other responsible functions: family, the political community as a living element in global affairs, nature and the environment. The job ethic, which needs to be emphasized more strongly in future as an area of personal responsibility, will have to re-define itself in this complex social and political context. Whether we decide to speak here of a kernel or nucleus vocation accompanied by other social and political activities of a vocational nature is a question of perspective.

The term kernel or nucleus vocation is well suited to express the multi-layered nature of vocational activity in the modern world. It explicitly connotes occupational activity with social and political responsibility. A re-ordering of the links between life and occupation would then involve two things, first of all the humanisation of the world of work as an integral part of life as a whole, and secondly (as an extension of the first) placing occupation more explicitly in the service of life by fashioning the locales of occupational activity in such a way as to promote the preservation and care of nature and the environment and avoiding damage to them at all costs.

(2.) Encouraging the ability to change occupations for sound reasons and making this a basis for vocational guidance means two things, first that vocational guidance and education must be organised in such an appropriately complex way that vocation choice ability and basic vocational training represent a sound, well-differentiated foundation for decisions on career modifications and/or change of jobs. But this must not lead to a debilitation of people's involvement with work and their vocations. Given the linchpin status of vocation in the modern world, this would be conducive to a weakening of the links with life itself. What is needed is a consolidation of basic vocational education via formation of political judgment and social conscience in such a way that whatever changes in attitude and status may supervene, the individual's vocation will remain an important constant in his or her life-plan. This opens up a large field of participatory and anticipatory learning (as set out in the Faure report) with the potential for organising vocation and life in a process of mutual preservation and consolidation.

At the same time, however, vocational guidance makes very concrete demands on the ability to make these issues convincingly real to young people. Futurological aspects need to be incorporated and reflected upon, as vocational counselling is a preparation for the world of tomorrow. But it must also be able to reconcile overarching considerations with the concrete requirements of the counselling situation. Any attempt to relate the tendencies of overall development to concrete guidance on career openings will need to proceed on three central didactic principles: 1. being as graphic as possible in presentation, 2. providing concrete insights into the central functions and aims of a given occupation, 3. providing contact with representatives of careers in contexts approximating job reality.

These principles can only be put into practice with the help of reforms. The first of these would imply incorporating the workshop idea into the final stages of all forms of schooling, and this for three reasons: first of all to initiate career choice processes on the basis of self-acquired aptitude criteria, secondly to convey some realistic experience of the cultural dimension of work, and thirdly to allow some experience of the human dimension of an occupation. The important question of how to "inject activity into work" (Dahrendorf 1983, 34) should be the leitmotif of reflection on these matters. That means giving the occupational, organisational and ecological aspects their full due in the workshop context. These workshops should be run by representatives of the occupation in question with educational qualifications. Only in this way can the ethics of vocational activity be genuinely conveyed in a process of teaching by example. If we regard a social and political "mutation" (Vonderach 1982, 34) as a realistic proposition, then it can best be brought about via a form of education geared to work-ethical values. The reconstruction of society via social and political awareness in the way we approach work is going to be a central task for the future and vocational guidance has an immensely important role to play in that connection.

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IMPROVING LEARNING AND EMPLOYABILITY THROUGH IMPROVED VOCATIONAL GUIDANCE EMPHASIS IN EDUCATION

by
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VOCATIONAL GUIDANCE IN CONTEMPORARY EDUCATION

> *I know no safe depository of the ultimate powers of the society, but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.* ·····Thomas Jefferson

Thomas Jefferson's philosophy of education could still serve as a belief cornerstone concerning contemporary education for the 21st century (A Nation At Risk, 1983). Vocational guidance has become a key ingredient in the United States' rediscovery of education as the major instrument available to develop satisfied citizens and a productive work force. Leaders of American educational reform have argued that enhanced productivity is not possible without educational excellence. Current research (Campbell 1983, Hotchkiss 1986) have demonstrated that guidance, when integrated with academic and vocational education, is the key ingredient resulting in personal, academic, and work excellence. Vocational guidance program exposure helps ensure that the individual develops and follows plans that allow for engagement in activities they consider to be significant. Such plans are the formulation of how one will use his or her time, the criteria for decision making, and the vision for expected life roles. As the individual formulates his or her vocation or career, it is important that the plans be continuously evaluated in the context of all educational, home, and community exposures and experiences.

For the integration of career development content in all of education, certain common patterns of growth, coupled with individual variations, offer generalizations about usual developmental patterns and career sequences that need to be considered. The following are some basic principles educators need to consider as they infuse career development content and activities into educational renewal plans (NVGA-AVA Position Paper, 1973) .

1. Career development cannot be inserted artificially at the convenience of educational scheduling. One develops his or her career over a lifetime which demands systematic exposure to and developmental task mastering at each stage of their career maturity. Compressing or forcing guidance interventions do not shorten this maturational process.

2. One's development is influenced by both heredity and their environment. Psychological, sociological, educational, political, economic, and physical factors all affect differently upon the career development, plans, and maturity of the individual. Contemporary education then must ensure that appropriate intervention strategies, focusing upon these factors, be systematically made available throughout the total educational process.

3. Career maturity like learning is ongoing. For best effects, guidance program activities need to be present in and influence all academic avocational and vocational experiences. Although the young begin career formulation and values development before their formal schooling begins, it is still important that career development be an early and ongoing planned part of the total educational exposure. Such guidance interventions build on the knowledge that certain aspects of career maturity are dominant at various periods, thus should be emphasized.

4. Career development involves a progressive differentiation and integration of the individual's self-perception and perceived world including work and workers. This directs contemporary educators to design guidance activities that are developmental, integrated into the total educational fabric, rather than merely to provide remedial assistance.

5. Individual differences in career development are predictable and observable and guidance must especially provide positive assistance for atypical growth and needs.

6. The lack of vocational guidance and career development exposure can retard optimal growth that will later demand special assistance or suffer long-term career maturity effects.

Evidence of Career Guidance Effects

During the past 10 years, the United States has clearly demonstrated that exposure to systematically planned, accessible, and professionally delivered vocational guidance results in impressive career maturity and resolves many youth's and adults' vocational training work needs.

In an attempt to summarize what is now known to be, the effects and influence of vocational guidance study data (Campbell 1983) will be clustered into five broad categories:

* *Improved school involvement and performance* (41 empirical studies). The majority of the studies reported gains in student behaviors. The gains were attributed primarily to interventions involving individualized student career development learning experiences such as experience-based career education, sepcial guidance classroom activities, career exploration, and counseling.

* *Personal and interpersonal work skills* (30 empirical studies). Nineteen studies featured with self-awareness, five focused on interpersonal and life skills, and six dealt with work values. The overwhelming majority of studies in this outcome category reported positive effects, for example, 26 out of the total of 30. In summary, the various interventions utilized... particularly employer-based career education, career education and career and vocational exploration-led to favorable results.

* *Preparation for careers* (14 empirical studies). Of the 14 studies, 12 demonstrated positive gains. The gains were attributed to four types of interventions: (1) counseling, (2) classroom guidance instruction, (3) employer-based career education, and (4) career exploration (hands on) activities.

* *Career planning skills* (34 empirical studies). Career guidance interventions demonstrated to have a beneficial impact on acquiring career planning skills. Of the 34 studies, 27 had positive outcomes. Although many different interventions were used to achieve the outcomes, two were mentioned in over half the studies... employer-based career education, vocational counseling, and counseling. Other interventions ranged from computer-based programs to guidance classroom activities.

* *Career awareness and exploration* (44 empirical studies). Of the total, 31 studies showed positive results in various aspects of this objective. The remaining thirteen indicated either no significant differences between the groups studied, mixed results, or minor differences. In terms of interventions that showed more positive effects, the following were most prevalent; career and vocational exploration, experience-based career education, counseling activities, and career

education classroom activities.

Based on this review of the research of the impact of career/vocational guidance, Campbell (1983) provided the following three conclusions.

> *The preponderance of evidence suggests that vocational guidance interventions achieve their intended objectives if guidance personnel are given the opportunity to provide structured guidance interventions in a systematic, developmental sequence.
>
> *Vocational guidance has demonstrated its effectiveness in influencing the career development and adjustment of individuals in the five broad outcome areas.
>
> *Vocational guidance has been successful in assisting individuals representing a wide range of subpopulations and settings, such as in correctional institutions, vocational training centers, community colleges, and rehabilitation centers.

Additionally, Prediger and Sawyer (1986) compared indicators of student career development collected in 1973 and again in 1983. This is an important comparison because career guidance was receiving renewed interest in 1973; thus this provides a 10-year period to view possible impact. The comparisons were made on a nationally representative sample of junior and senior high school students.

The indicators included career-related concerns, career planning involvement, and reactions to career planning services. The major trends identified included...

> a 32 percent increase in the proportion of 11th graders who reported receiving some or a lot of career planning help from their schools. Moreover, the proportion of students involved in typical career exploration activities increased significantly over the ten years of the study. In general, the ten-year trends indicate that schools are having a greater impact on student career development than they were in 1973. (Prediger and Sawyer 1986, p.45)

In the same study, Prediger and Sawyer (1986) reported selected results of the 1985 Gallup Poll of teachers' attitudes toward the public school. The Gallup Poll, they reported, found that when parents were asked to rank 25 goals of education, the goal "to develop an understanding about different kinds of jobs and careers including their requirements and rewards" ranked third highest. Tied for sixth was "to help students make realistic plans for what they will do after high school graduation" (Gallup 1985, p.237). In summary, what is the answer to the question "Do vocational guidance interventions have an impact?" The answer is "yes." The answer was qualified by Campbell et al. (1983) however when they stated that vocational guidance does have an impact "if guidance personnel are given the opportunity to provide structured guidance interventions in a systematic and developmental sequence". This is an important if !

Foundation for Vocational Guidance Improvement

There are some compelling evidence that vocational guidance and counseling programs have an impact on certain social, economic, and individual career development goals. It has also been stressed that guidance personnel must have the time, resources, and the opportunities to provide guidance interventions so that they can be done systematically and developmentally. To make sure that at the time, resources, and opportunity requirements, vocational guidance and counseling programs must be central to the delivery of all academic and vocational training. What follows are five basic premises from which career guidance and counseling programs in schools and institutions can be developed and managed so that guidance personnel, together with their academic and vocational colleagues, can fully assume their critical role in responding to a nation's challenges and individual and societal needs (Drier et al.1988).

First, guidance is a program. As a program, it has characteristics similar to other programs in education including-

- learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles including worker and learner roles;

- activities and processes to assist learners to achieve outcomes such as these;

- professionally certified personnel;

- materials, budget, and resources;

- valued, mandated, and appropriate credit.

Second, guidance and counseling programs are developmental and comprehensive. They are developmental in that guidance activities must be conducted on a regular and planned basis to assist young people and adults to achieve career development competencies. Whereas immediate and crisis needs of individuals must be met, a major focus of developmental programs is to provide individuals with experiences to help them grow and develop. Career guidance programs are comprehensive in that a full range of activities and services are provided including assessment, information, counseling, placement, follow-up, and follow-through.

Third, guidance programs focus on individuals' competencies not just their deficiencies. To some, a major focus in guidance is on the problems individuals have and the obstacles that they may face. This emphasis is important, but it should not be dominant. If it is emphasized in isolation, atttention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance and counseling programs should be on helping individuals identify the competencies they already have plus assisting them to develop new ones.

Recent Public Opinion

The National Career Development Association, The National Occupational Information Coordinating Committee (NOICC), and the National Center for Research in Vocational Education (NCRVE) recently conducted another poll centered around the issue, Planning For and Working in America (Gallup, October 1987). This representative national cross-section of 1,006 adults, interviewed by phone, gives us further evidence that vocational guidance is critical to economic and work success and stresses where it needs to be strengthened. This new Gallup survey is important because whereas earlier studies dealt mainly with school-aged youth, this data comes from a representative national cross-section of adults age 18 or older. Additionally, the survey focused primarily on work and the worker in the context that is central to the economic and social health of our society. The following implications concerning school personnel are drawn from those questions responded to by the adults who were employed outside the home. This gives us a retrospective view by those whose career development skills have already been tested. It seems that going back to the consumer and testing the sufficiency and usability of past assistance offers important insights for planning improvement.

The format for these interpretations will first present the issue, summarize important features of the response data, and finally suggest implications for vocational guidance program improvement.

Job assistance. Most respondents suggested they needed assistance after leaving school. Additionally, over 60 percent of the males and females felt they did not make a conscious choice or follow a definite plan on seeking and obtaining their present job.

Although alarming, it is also important to note that only 21 percent of nonhigh school graduates, and only 30 percent of high school graduates including vocational students used career decision and career planning procedures that are supposed to be taught in vocational guidance programs. College graduates fare much better for 56 percent of them, and 43 percent of 2-year college graduates appeared to consciously and logically plan their future.

Also important is that 23 percent obtained their job by chance (6 percent higher for females and 12 percent higher for minorities). While college graduates seldom depended on parents or friends (10 percent), 17 percent of minorities turned to friends and associates.

It's alarming to note that 26.4 percent of blacks and 19.5 percent Hispanic minorities felt they had no job choice, and took the only jobs they thought were open to them. As might be expected the highest no choice category of respondents were high school dropouts at 27.1 percent.

Implications and Recommendations for Education

A large share of the American work force was either not exposed to professional career decision making and planning skill building experiences, or the exposure was insufficient or inadequate. To ensure that future workers rely more heavily on proper career development skills in employment seeking, the following is recommended.

1. Special emphasis needs to be placed on skill training for minorities, females, and at risk students. Career decision making and realistic planning skills must be developed early and reinforced often for needed transferability.

2. The preparation, use, and continued updating of individual career development plans should be mandated in schools. Many students don't value the use of well-prepared plans for their education and work futures, therefore schools need to ensure their development and use a requirement, and valued highly enough to result in graduation credit.

3. Persons at all levels of education and training need to understand the value of conscious choice and careful planning that result in workplace advantages.

Information for career planning. A 2:1 majority indicated that they would seek more information about their potential choices and options if they could prepare their career plans again. Not surprising, but encouraging, is the correlation between those that would seek more information next time and those that didin't make conscious choices and career plans originally. Women (69.5 percent), blacks (77 percent), Hispanics (75 percent), and dropouts (70.5 percent), all held higher value toward being more informed.

It would appear that individuals who are now working have had sufficient experiences that cause them to value the benefits of informed decision making.

Implications and Recommendations

There is no reason that all youth and adults cannot have sufficient, current, and reliable information for career planning. With our current sophisticated career and labor market information systems, students and workers at all levels can now have at their disposal, data on all aspects of job information, education and training, military opportunities, apprenticeship training, and financial aid. In support of this inexpensive and most accessible system, they also have toll-free career information hotlines, job seekers guides, magazines, and so forth.

This current capacity plus the availability of thousands of paper products and career information software programs from hundreds of commercial publishers, suggest we have what it takes to ensure that all are informed during their career planning periods.

The next step then is new policy, priority, and improved vocational guidance practice at all levels of education and training. The following are but a few recommendations that might improve the use of currently available information sources.

> 1. Educational policy should demand timely and continuous introduction and use of career and labor market information in all/most subject area courses. Such information introduced during academic and vocational learning experiences brings needed meaning to these subjects and causes to relate same to work place use of such skills.
>
> 2. Schools need to consider repackaging and relocating critical pieces of career information. First, if the classroom teachers are to be the major disseminators of career information then it needs to fit their teaching and learning structures. Considering we all spend more time in our homes than any other single location, creative ways of assuring that parents have critical career information is imperative.
>
> 3. Greater use needs to be made of the normal information dissemination systems all communities operate. Vital career information and career decision making and planning suggestions need to be transmitted by audiocassette, videocassette, public TV, radio, and newspapers.
>
> 4. Schools demand that all students have sufficient text books and support materials to ensure achievement. It's time that all students have their own personal career information package for their leisure, home, and school use.

Advice Seeking

Critical to an effective vocational guidance program is convincing the client that professional staff and professionally prepared methods for job problem solving, career change, and career decision making and planning are available and most dependable and helpful. Few adults in the work force turn to school or college professional counselors for help. Eighty-three perecent did not use educational counselors, 90 percent did not use private employment counselors, and 91 percent did not utilize the job service counseling services. It is encouraging that over 40 percent of adults did use some form of self-directed material or tools.

It was distressing to note that 93 percent of high school dropouts did not seek professional advice from schools, none used career information systems, and one-fourth used some self-directed method. It is no wonder they are having difficulty in the workplace. It was encouraging to see that 21.4 percent blacks and 18 percent Hispanics sought professional assistance.

Implications and Recommendations

Although we have over 60,000 professionally trained counselors working in American public high schools and additional thousands available in postsecondary institutions, the dilemma is that few (former) students knew about them, value their service, or saw no need for professional advice. Whether it's the inaccessibility to counselors, the lack of expectation school policy puts on student use of counselors, the quality of service provided, or simply the low value adults put on systematic and informed decision making in their life that has students rejecting available service, the answer is unknown. One thing is certain, however. If a country is going to continue to support vocational guidance and its professional counseling services and expect the work force to be informed during the career change periods, then drastic changes need to occur.

1. Timely and ongoing planned counselor and student interaction must be an enforceable expectation of schools. This is especially true of those youth who have been projected as being dropout potentials.

2. Professional counselors need to be available when and where students have time and need for assistance. A greater share of the counselor's time must be dedicated to the evenings, weekends, summer periods in locations outside the school facilities to bring about change.

3. Realizing that most youth and many adults seek informal assistance from significant others, it is imperative that counselors train these advice-givers to be referral agents. In essence, nonprofessional advice-givers need to know when and how better to refer their friends to a professional counselor.

4. The image of the professional counselor needs to change. If this image portrayed the counselor as a client advocate, more adults would seek the service. If the counselors brought their services to the client rather than office scheduling, attitudes would improve.

5. Given that adults will no doubt continue the practice of using newspapers, public libraries, and other self-directed means it suggests that counselors need to influence the quality of these sources. This concept implies that counselors spend more time working with the nonschool providers of counseling information and services to ensure increased quality.

Career Information Use and Interpretation

We found that only 39 percent of the adults felt they had sufficient skills for quality use of career information. Interesting but confusing is that (63 percent) of Hispanics and (46 percent) of blacks felt they were qualified to interpret data appropriately. A parallel confusing finding was that 47 percent of dropouts felt qualified, whereas only 27 percent of college graduates felt qualified.

This conflict could be explained if it's possible that the minority and dropout respondents did not fully understand the issue, and their college degreed counterparts over simplified the question and thus responded accordingly. What it does suggest is that many American adults have insufficient skills to understand and interpret data for personal use.

Secondly, the data suggest a parallel problem with the current delivery of career information; only 24 percent blacks and 27 percent Hispanics felt they had access, whereas only 33.4 percent of the total group were positive. This leaves over 60 percent of the total group, higher for minorities, that feel they would need assistance to become informed through information for their future career decision making. Surprisingly, these figures generally hold up across both sexes and across all education factors from dropouts to college graduates. We need to either communicate more completely and more often how to access career information and at the same time have parallel interpretation services availabe. The mere fact that information is in our school and public libraries, in guidance resource centers, on computers somewhere in the facilities, and in other forms is insufficient. We now need to spend an equal amount of time and resources in the preparation of information on teaching people its value and how to acquire and use information with ease and results.

Implications and Recommendations

1. We need to know why adults and/or students feel they don't have access and don't know how to locate needed information.

2. Different locations for data systems and sources where individuals feel they have greater access need to be identified and used.

3. Public school sources of career and labor market information need to be given to all service agencies and employers in the hope that they will make information accessible to the individual during their leisure and/or work time.

4. Schools need to be more creative in their marketing techniques, public TV and radio, newspapers, and so forth, to make information available known to the general public and how to obtain it.

Work and Personal Conflicts

One major emphasis of a vocational guidance program is to prepare individuals for expected and possible damaging conflicts that will occur throughout life. Part of this emphasis is to put into perspective one's life goals and roles with suggestions on how these roles could complement each other through planning. One's work role should not have primary and undue influence on other important roles. Rather guidance teaches that it's the planned articulated roles and responsibilities, through individual and family negotiation, that results in harmony. In this regard the Gallup data was most encouraging. Only about one-third of the workers said they experienced some conflict between the demands of their work and their family or personal relationships. This means a two-thirds majority suggested that such conflicts don't exist or don't exist very much.

Implications and Recommendations

Concerning the causes that promote the variety of stresses in a worker's work, family, and leisure roles, all we know is that a significant number of adult workers have problems coping and adjusting to tensions and circumstances in their lives.

One point of view might be that work, because most workers don't control this environment, provides a major share of the stress experienced. If that is the case, then education needs to teach how to better understand the potential of friction, to study the means of reducing conflict potential before it occurs, and to prepare individuals with coping and resolution skills once conflict occurs. Schools play a decidedly important part in value formation and clarification. Individuals, through such assistance, find meaning, direction and purpose in life, thus participates as a responsible citizen in all life roles.

Of particular importance is how the individual formulates values about workers and work tasks. Some of the classified work ethics established during the industrial era no longer are appropriate. A new set of work and life ethics is emerging that needs to be examined with individuals as they continue to plan an acceptable set of life roles and goals which can be carried out in harmony.

In longitudinal studies conducted in the United States, in essence, young adults are suggesting to educators that there is a changing class of values and basic skills. Theses new basic skills have to do with individual ability to—

- achieve at work,
- cope with nonwork,
- reach out for and obtain further education,
- deal with personal affairs and problems,
- participate in community affairs,
- cope with and take advantage of leisure time, and
- put family affairs in context with other life goals.

While not imposing any particular set of values, education must provide each student with the opportunity to develop a complete set of personal values upon which he or she can rely when making career plans and decisions. It is our task to allow students to explore their own basic natures and to formulate career plans in keeping with their own values, thus, reducing future role friction and conflict.

Life Role Values

In the previous section on "Work and Personal Conflicts", the issue of role value was addressed. The 1987 Gallup survey reinforces data from numerous longitudinal studies that concentrated on this issue. Seventy-five percent of all workers now place greater importance on their personal and family relationships than on either their work (14 percent) or on leisure time (89 percent). This strong emphasis on personal relationships was rated paramount in every demographic group.

Implications and Recommendations

The family career connection is becoming increasingly important, especially as more women are entering the American labor force. Schools need to help (1) identify periods of heavy role demands on individual family members and (2) help men and women see that they can derive satisfaction from combining participation in career and family roles. New career development initiatives need to help reconcile career and family roles and help families analyze the influence of individual careers on the family. The following are suggested recommendation strategies(Miller 1984):

- Increase awareness of current demographic information describing changes in the family-career connection
- Increase understanding of developmental stages for both individual career development and for family development
- Identify overlapping family-career-developmental signs that carry particularly heavy role demands for individual family members
- Provide strategies for dealing with or reducing the probability of family-career role conflicts that involve accommodation by all family members including both men and women
- Identify barriers to the family-career connection and develop an awareness of individual family, employer, and community strategies that can reduce these barriers

- Identify benefits for both men and women that can result from the successful combination of family-career roles

Career Preparation

Important in the Gallup Poll was the feeling that the vast majority of current workers graded their schools very low in regard to preparing them, especially noncollege bound individuals, for jobs and careers after graduation summarized as follows.
Question: Schools provide sufficient emphasis to prepare students for careers.

	All Respondents		Specific Respondents			
	Not Enough	About Right	White	Black	College Grad.	Drop Out
Noncollege bound	54%	32%	53%	66%	47%	50%
All students	47%	37%	47%	57%	47%	41%

Most adults feel the schools should increase and improve the programs that assist all students in preparing for life after school. It is assumed that the respondents mean for a wider range of things to occur, and they need to more fully understand the labor maket, identify better where their career plans fit into the world of work when they leave school, and also to have the employability and occupational skills to enter and succeed at work.

Implications and Recommendations

One of the most difficult transitions that take place in life is when an individual moves from school to the workplace. This transition process is a complex issue influenced by many factors. For example, the process and problems of transition are different for males and females, as well as for minorities, bilinguals, disadvantaged youth, and youth with handicapping conditions. These differences are affected by a number of factors, including (1) sociological environment, (2) role model influences, (3) personal drive for satisfaction, (4) economic conditions, and (5) moral and ethic value systems. These are all tempered by students' experiences with work or with their peers' experiences with work.

Specifically, there is a direct relation between early work success and failure. Youth with unfavorable early labor market experiences are less likely than others to have favorable subsequent experiences, all else being equal, unless their skills, attitudes, or values are modified. They also carry a stigma with them into new situations and are seen as disadvantaged by employers. For these reasons and more, many youth don't see transition to work as an acceptable objective. Knowing this, counselors can work to provide youth and adults with favorable work experiences and to influence attitudes and values.

The transition process can be improved considerably when the school provides special help and information to students to aid them in navigating the job market. Here are some specific tips for improving the process:

- Teach youth how to organize and conduct a systematic job search

*Implement a career exploration program so that youth can experience different types of jobs without a formal commitment.

*For postsecondary school students, important factors are completing school programs and taking a program relevant to the job being sought.

*Holding part-time jobs improves an applicant's value, especially when experience is in a large organization and the work is relevant to the job for which the individual is applying.

As it relates to at risk students, it is recommended that the following assistance is critical:

*Inform students (particularly dropout-prone youth) that completion of a diploma, certificate, or degree will positively affect their employment chances and their earning potential.

*Encourage students not planning to enter a postsecondary education program to (1) concentrate heavily in a vocational specialty area, (2) obtain some work experience while in high school, and (3) search for employment after graduation in an occupational area related to their high school vocational training.

*Encourage students who are dropout-prone, bored, or frustrated with school to try vocational education as a supplement or alternative to the academic or general curricula.

Implications for Improved Vocational Guidance

It is obvious from research cited herein that career development skills, knowledge, and experience is viewed with utmost importance, especially by adults who are now at work. Second, it is apparent that most adults did not have an opportunity for vocational guidance intervention while in school, and their career choice and satisfaction at work reflects this void. The following are some additional recommendations for targeted vocational guidance (program improvement).

Dropouts or Dropout-Prone

The reason students are not motivated to achieve in school is that the rewards for doing so are small. More specifically—the following are some important facts in the United States regarding rewards for achievement.

*high levels of performance on standardized tests have no, or a slightly negative, impact on graduates' wage rates in the two years following graduation;

*having a good grade point average was actually associated with slightly lower wage rates for young men and with only a little higher wage rate for young women during the two years following graduation;

*high school graduates scoring 500 on both math and verbal SATs, rather than 400, typically attained only 5-8 percent more earnings in their lifetime.

When high scores on tests and good grades do not improve students' opportunities for employment or raise wages, it stands to reason that students will have little motivation for achievement and, thus, staying in school(Weber 1986).

The main reason why employers fail to reward students' scholastic achievements with better jobs and wages is their lack of information concerning students' actual accomplishments, abilities, and productivity as workers. Counselors need to help employers be aware of students' true capabilities so they can reward high-level skills:

* *Help students acquire needed basic skills.* Students need to know how high levels of performance in

high school can improve their chances with prospective employers.

- *Certify competencies.* Schools should provide graduates with diplomas that certify students' competencies, not just their attendance. Itemization of the certificate of competencies would improve the quality of information available to employers, which should result in more successful worker-employer matches.

- *Document achievement in different dimensions of classroom performance.* Student records should show separate grading of deportment, study habits, and progress. Such a policy would motivate slower students by giving them the opportunity to get good marks in other areas of classroom performance—areas that are often meaningful to employers.

- *Courses in job search skills.* These courses should teach students how to provide potential employers with information about themselves. Schools should also assist students in researching jobs and employers prior to accepting a job—to ensure a good match.

- *Individual career development plans.* Develop educational plans for dropout-prone students that are similar to individualized plans used for handicapped students.

- *Career exploration.* Provide more extensive career exploration and related career education experiences for dropout-prone students, particularly as they enter high school.

- *Vocational training.* Encourage dropout-prone students to take job-specific skills training courses rather than just exploratory courses.(Campbell et al.1985)

Work Experience

Part-time work continues to be an important way for students to acquire work experience that aids in transition to full-time work as adults. Regarding whether working part-time while in school affects school performance or behavior, Hollenbeck and Smith (1986) show the following. The number of hours per week that students work part time—

- has no effect on how many days per year they are absent from school,

- has no effect on tardiness to school,

- has no effect on the number of extracurricular activities in which students participate,

- has no effect on actual grade point averages, and

- has no effect on students' academic self-image.

The transition process then can be improved considerably when vocational counselors provide special help and information to students that aids students in navigating the job market. Here are some specific recommendations for improving the process:

- Teach youth how to organize and conduct a systematic job search.

- Implement a career exploration program so that youth can experience different types of jobs without a formal commitment.

- Make youth aware of the advantage of pursuing a career path.

- Encourage teachers to model a business environment in the classroom.

- Stress the importance of punctuality and attendance in the work world.

- Encourage counselors and teachers to develop mentoring relationships with students.

- Encourage teachers and students to learn through a cooperative team approach to provide opportunities for self and peer appraisals.
- Help youth understand the negative consequences of walking off the job, both for themselves and the entire youth population.
- Instruct students about the benefits of an exit interview.

Employers Decision Making

Frequently youth are not aware of employers' standards for hiring and job performance. They need to be taught that the following interview and application factors have the greatest negative influence on employers' decisions to hire:

- Below-average reading abiltiy
- Falsification of the job application
- Frequent job changes, quits, or layoffs
- High absenteeism on last job
- Low effort on last job
- No prior work experience

Students also need to know that the following interview and application factors have the greatest positive influence on employer's decision to hire:

- Clean and neat appearance at the interview
- Interest shown during the interview by asking questions about the job
- Interest shown after the interview by calling the employer
- Neat and correctly completed job application
- Resume attached to job application (Miguel et al. 1984)

Individual Commitment

We must recognize that the improved achievement is a function of a student's commitment to personal excellence. When students have commitment, they have positively directed to effective decision making, planning, and preparation. This demands vocational guidance and assessment.

Improved student educational achievement then, is shaped by the student's ability to pursue programs that challenge their abilities, provide access to opportunity, and rest upon self-knowledge and informed choice. The key ingredients then are the students, and their commitment to their own future.

Summary

Providing all students an effective transition to work is both the responsibility of and priority concern of all schools. Schools must reform to help meet these goals, which are often overlooked as an essential ingredient to career success. Students who are personally committed to personal success, who possess the confidence in their abilities and self-knowledge necessary to make informed choices, can effectively pursue educational opportunities with the expectation of achieving meaningful and desired outcomes. Current research reinforces the fact that most students cannot do this, especially without improved and increased vocational guidance, and the educational program that helps students learn about themselves, their intelligence, their strengths, and their purposes is a school's vocational guidance program. For this reason, vocational guidance should be mandated as a central, and integrating program that better ensures improved career maturity thus performance in the workplace and other life roles.

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PROSPECTS FOR VOCATIONAL GUIDANCE

by
Karl G. Zenke

Career questions are nowadays generally seen to be of importance. Evidence for this can be seen in the topics presented by the media, by the public-relations exercises of renowned companies and organisations and by the material on offer at relevant exhibitions and institutions. The subjects of Training and Careers are in fashion.

The reason for the increasing social interest in matters concerning the choice and training for career are obvious: The *employment market is undergoing a period of great change.* New technology leads to changes in professional requirements. This in turn leads to the expectation that *qualifications should be continually matched up* to the job. Another cause of the change refered to is without doubt the constant *process of rationalization.* This especially affects those in the workforce who are lowly qualified.

Finally *demographic factors* and the *international economic situation* have their effect on changes in the employment market.

More and more ordinary people are aware of this. Also young people know how important good training and willingness and ability to train are today.

Cooperative preparation for career decisions

Corresponding to the increase of importance in the past years vocational guidance of the Federal Institute of Employment led to increasing cooperation with general secondary schools. This basis which allows a systematic introduction into the field of career decisions *must be intensified through a stronger link between career options in schools and those of the vocational guidance service.*

The F-Test, created and developed by Shigekazu Fukuyama, can be an important instrument to intensify the systematic preparation at school for choosing a career and training.

It would be desirable to have the computerized F-Test carried out *several times in secondary schools,* so that pupils can be encouraged to be engaged in a self-critical and motivated planning of their own career. Experience so far with the F-Test points towards it being able to fulfil this important didactic role.

The importance of parents

As always, *parents are the most influential partner in career decisions.* Better cooperation can be achieved through further representation in schools. Winning over parents in the interests of the career decisions is of special importance when the choice of career is *connected with a change in roles.* This applies to any group of *female applicants* who have made a choice which is outside the tradition range of career options open to women.

The same is true for the *children of foreign workers*, where the traditional life-style is put in questions through training.

Need for individual/personal assistance

Personal vocational guidance either on an individual or group basis is to this day an integral part of the service of labour exchange. In the increasingly impersonal and unopen world, the *personal service will win through*. It should therefore definetely remain as such, if necessary with modified methods.

The multitude of information and choices do not make the decision easier for those seeking advice. The vocational guidance service seeks not only to include the cognitive abilities of a person, but also seeks to reach all levels which are relevant to a decision: reason and feeling, the individuals background and the social surroundings.

Just in this manner the F-Test clarifies the biographycal conditions for different careers. The F-Test allows the pupil to view his experiences and ways of learning in the most integrated way. A comprehensive analysis is obtained by demanding that the pupils reconstruct their work-relevant experiences of both inside and outside school situations over the last three years, much more so than by merely posing questions about aptitude and inclination, career interest and knowledge, as occurs in many other vocational suitability tests.

Vocational guidance for businesses

The choice of junior staff is related very highly by companies for various reasons. If future developments lead to structural imbalance between supply and demand in the Trainee Market, then the vocational guidance service would have to achieve goals from both sides. Such future issues would be: *strategies to recruit appropriate new staff*, the development of the demand-side, determining the future need of individual companies and whole branches of industry, the changes in training and in future posts and also determining what scope of action the Vocational Advisors have.

The political priorities to do everything to incorporate those years of high birth rates, have led to cooperation between the Vocational Advisors and industry. The individual interviews with training personnel to arrange jobs for applicants, the familiarisation of young people to working life, the chance to visit events organised by businesses to help orientate young people, the study of careers, both professionally and business related and the professional exchange requirements and alternatives between training and the professsional world, all these factors were not enough.

In view of changing demands and expectations, the task of arranging training positions has been seen to have become more closely connected with the general job of vocational guidance. On the demand side there is a need for further sound and responsible preparation for career choice through appropriate vocational guidance.

On the business or supply side, there is a need to set up and develop a selection of career advice services with Information, Contacts and Advice so that companies can in the future more easily find the right staff and be able to support them in their qualification.

Between training & work

The German Federal Commission for the Planning of Education and

Development, in its 1987 report on "Future prospects for those completing professional training and moving into employment" emphasised the *problems of those young people* who either *do not start training or fail to complete their course.* The Commission supports aid to disadvantaged young people, which matches their need and at the same time for measures which smoothen the move from training to steady employment. Measures were suggested which would not only minimise the problem but also quantitatively influence the choice of career through motivating an improvement of training and vocational guidance.

To reach this goal the vocational guidance service must *continue to advice during the training time.* It is also worth considering to what extent the current division in the state employment agencies, between career guidance on the one hand and placing people in jobs and advising them about those jobs on the other hand is beneficial to the applicant. Whereas in the past the problems were solved as a decision was made as to which type of training to undertake and problems rarely arose whilst moving into employment, this troublefree transition is no longer the norm. It is not simply a question of one source catering for the need of young adults from the career decision through till entering a job, but also the resulting structural changes in the transition from training to employment.

Young people who left school partially or totally unqualified, have until now hardly been accessible to the services offered by vocational guidance. An improvement can be envisaged by the *coordinated arrangement for employment by career advisors and social workers.* This group of people can be reached by setting up consulting hours by the vocational guidance service, in collaboration with the guardians of such places as youth centers and young peoples' homes, for example, in those places visited by this group. Due to the work load of the vocational guidance system, there has been little scope possible for such necessary training and Labor Market strategies.

Qualifications offensive

The best basis for future professional occupation is an autonomous and well informed decision to train, made with the use of aptitude and inclination. This is when the path is chosen. *Therefore the qualification offensive must begin before the choice of career is made.* It is in this stage that the basics for necessary eagerness and ability to learn are created, which lighten the task of defining the right further training and career of an individual. This solution also saves the otherwise necessary remedial Labor Market strategies, which are incomparably more expensive compared to the cost of vocational orientation and guidance at the start of one's career.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT PROGRAMS IN BUSINESS AND INDUSTRY

by
Hajime Hiroi

Career Development program, or CDP, focusing on an individual's psycho-social development within an organization, was first established by the United States Federal Government shortly after World War II, in the hope it might be an effective way of solving surplus labor problems in government agencies. CDP proved quite successful and several American leading corporations, such as IBM began to adopt the system in the late 1950's. Organizations and institutions adopting CDP system increased after the early 1970's. Statistics of 1983 showed that more than sixty percent of companies surveyed in the United States were either practicing CDP or preparing to set up a program for implementing the system in their organization.

In the early 1960's, the concept of CDP was introduced to Japan and, after being adapted to the cultural and social climate of Japanese organizations, was brought into some major industrial companies, such as Honda. Over the last twenty years, CDP has become a fundamental and indispensable part of the Human Resource Management Programs in many of these companies.

The principal objectives of the Career Development Programs carried on by leading Japanese business and industrial organizations are as follows:

For the benefit of individual workers, the management should make every possible efforts

1. to encourage these workers to analyse themselves to find their own abilities and potential in relation to their work, utilizing psychological instruments, such as tests, interview with career specialists, and by receiving various kinds of experience and training both inside and outside the organization;
2. to encourage them to develop, as fully as possible, their proficiencies, skills, and personal characteristics which may relate to their future careers, attending, if necessary, workshops, management seminars, or study courses sponsored by the organization or offered by the institutions outside the organization;
3. to motivate them to make a total commitment to their present job and also provide them enough opportunities for implementing self-realization.

To achieve these above-mentioned objectives, the following schemes and conditions must be prepared within the organization.

1. well-organized and well-developed human assessment techniques and programs, some computerized, including evaluation procedures of individual job performance.

2. appropriate and sufficient staff and facilities available both for on-the-job and for the off-the-job training programs, as well as well-defined job rotation systems.
3. career paths or career patterns the individual could go through during his or her working life in the organization when is qualified for at least one of those paths desired.

CDP systems and programs currently practised in this country may be classified into three categories.

1. The first category includes those systems in which career information-giving is mostly stressed. In this system, employees are given information which may become necessary for their own future careers. They are constantly notififed of job-openings, the qualifications and the training needed to fill these openings, the possibilities of success, application procedures and so forth.
2. Falling in the second category are those programs in which human assessment and career counseling constitute the principal part of the program. In some of these programs, results and data obtained are computerized and stored as reference for future use. In addition to regular counseling, counseling for the aged and the handicapped, retirement counseling, and computer-aided counseling are also emphasized.
3. Included in the third category are those we term training-centered systems in which elaborately organized and effectively operated training programs are instituted. Usually, the program is implemented by personnel professionally trained in this direction. In some cases, outside management seminars and college training are guaranteed by the organization with tuition fees and school expenses reimbused by the company.

As one quickly notices, CDP objectives resemble those of a vocational guidance school which gives vocational information, testing and counseling services, exploratory experience programs, placement and follow-up activities and so forth. Nevertheless, there are several differences to be found between these two human enterprises.

First, when giving vocational guidance, a counselor may counsel the student on a broad basis, referring to every available job and occupation in the field he might enter after graduation. On the other hand, in CDP, a supervisor or career specialist is not supposed to suggest the employee choose a career outside the organization. It is quite evident that career paths and career patterns a company can provide for its employees are very limited and far less diversified than may be found in the world outside, since the area of the organizational activities is, to some extent, clearly defined according to the policies established at the time of founding the company. It should be noted that while most business enterprises are profit-seeking institutions striving for their own survival, CDP plays a very important role in improving the economic and social status of the employees within the organization. It is still true, however, that CDP is to be confined to the premises of an enterprise.

Second, although placement and follow-up activities are programed in the vocational guidance services, many school counselors would not extend their services to alumni, especially if they had graduated from school years ago. In CDP, the services of career specialists would never end as long as the individual to be benefited by such services remains in the same organization. The same is true of people at the top management levels who are responsible for the execution of personnel management. Thus, school vocational guidance programs are usually organized on a short-term basis, ranging from about three to six years, whereas the span of CDP in an organization generally covers ten to twenty-year periods, especially when it is partially aimed at selecting candidates from the new-comers and training and developing them for the future management responsibilities.

According to the theory underlying the Fukuyama Profile, we may call this theory of vocational guidance the Fukuyama Theory, by which the effectiveness of vocational guidance in school can be verified by the careers the students choose after they leave school. For the school counselor, it sometimes becomes very difficult to gather information for verification from those who have already graduated from school because they are so scattered among various career fields. On the other hand, in CDP, the flow of information from those employees enrolled in the program, which may be necessary for the examination of the effectiveness of the programs, may reach the career personnel working with the program anytime when they wish to receive it.

Although several other differences can be identified between these two endeavors, I shall skip to the conclusion, expressing it in the form of proposals drawn from the commentary I have made thus far.

We have seen several actual differences between vocational guidance in school and the career development program within an organization. These differences, however, are due to the fact that the school most emphasizes the benefit to the students, whereas the organization could not run the risk of sacrificing its survival for the benefit of the employees even when the management fully respects the human rights and the dignity of the employees. Despite the fact that the scope of the activities of CDP is very limited, we can clearly see that the ideals and the philosophies of CDP are quite the same as those of the vocational guidance in school.

We hereby propose that two extremely important human enterprises be combined and carried out for the same purpose of helping people properly advance in the work place, establish steady working habits and ultimately implement self-realization. Long-term vocational guidance programs covering the entire life of an individual should be organized by concentrating the combined efforts of school guidance counselors, personnel managers working with the various institutions, and scholars and people of expertise on vocational guidance. There seem to be several ways which might be effective for uniting these two personnel services. For instance, the form of a cumulative record may be used both in school guidance services and personnel management activities, while some modifications may be needed and we should be cautious not to cause occupational discrimination of any type whatsoever.

We may also organize a personnel exchange program in which a school guidance counselor works together with a career specialist in the organization for some time in order to let the student adapt thoroughly himself to the new environment the student enters after graduation. A career specialist, in cooperation with the counselor, may also come to the school to work with the student expected to be hired by the organization the career specialist belongs to.

In addition to those mentioned above, we may find various ways in which the efforts of these two personnel are effectively combined. Nevertheless, I should like to point out, in concluding my presentation, that the Fukuyama Profile could unmistakably play a very important role in this connection when we used as follows.

The results obtained by the Fukuyama Profile while a student is in school would be delivered to or passed on to a personnel manager of the organization the student joins after graduation. The personnel manager may use these results of the Fukuyama Profile not only to test the vocational choice the student has made but also verify the selection procedures the personnel manager took in hiring the student in question.

The Fukuyama Profile would be repeatedly administered to employees under the control of the personnel department over an interval of five to ten years. The data obtained respectively through the Fukuyama Profile would be compared and, doing so, the personnel manager could get a clear picture of how the individual has developed so far in terms of career maturity, through his or her working life after being employed by the company.

Thus, the Fukuyama Profile can provide a vital role through which vocational guidance and the career development programs are combined and integrated into an inseparable total human enterprise.

I should be very happy if my presentation has been of interest to those concerned with vocational guidance and career development programs.

CURRENT ISSUES IN VOCATIONAL GUIDANCE IN THE U.S.

by
Marvin Weingart

A. New Directions in Counselor Training

Special Needs for Special Children and New Needs for All

The tremendous expansion of Special Education calls for great sensitivity and new awareness on the part of our vocational guidance counselors. We have a new definition of what constitutes a Special Education child. It used to be that children with visual, auditory or orthopedic handicaps or those of retarded mental development constituted the Special Education population. Now, we include "Learning Disabled" children, adding a vast new group to that population. Approximately 11% of our children are in Special Education. New York City has over 100,000 children so classified. Virtually every one of our over 900 schools has several Special Education classes. Indeed, where a school has 10 or more such classes an additional supervisor, one licensed in Special Education, is assigned to oversee the needs of these children. Unfortunately, a large number of these students will leave school to take their places in the world of work without having been properly prepared to assume productive roles. Highly specialized vocational guidance is critically needed.

The vocational guidance these children require calls for special counselor training. We know that vocational guidance encompasses far more than the literal meaning of its terms. It is vocational. It is guidance. But it is also psychological, social, emotional, motivational. Youngsters must be motivated to remain in school; the dropout problem is constantly eroding educational objectives. The emotional and psychological support required for a special education child is heavy indeed. His social problems require sensitive insight. Counselors who will be dealing with special education children should require special certification. Not only must there be better university training but there should also be a practicum required which involves following up these children after they have entered the world of work. The F-Test can be particularly valuable in this respect. We should investigate the possibility of a version of the F-Test for our Special Education population. Perhaps we can discuss this during our discussion period.

Vocational Guidance is a dynamic concept serving a dynamic society. New vocations develop and thrive and require practitioners where none or few existed before. Similarly, the converse takes place. The old, accepted, well-known modes of employment wither away as the result of changing economic conditions or as they are replaced by newer technology. Let me cite two examples.

Clearly, changing economic conditions have altered family lives. Today, the two income, two worker family is the rule rather than the the exception. In the large urban centers of the U.S. the wife/homemaker has been replaced by the wife/homemaker/wage earner. For whatever reason, the desire for a higher standard of living, the pressures of inflation, the expansion of equal opportunities for women, most wives now work outside the home. This socio-economic change has given rise to a new industry: child care. Who will care for the children if the mother must work? Child care centers are now found everywhere: in universities, in hospitals, in industrial plants, in public schools and even in shopping malls. Large corporations establish child care centers in order to attract a labor force. The professionally alert vocational guidance counselor will recognize Child Care as a new, valid, flourishing vocational area that has been brought about by changing economic conditions.

Technology is another salient factor affecting counselor training. Who would deny that we live in a computer driven world? Only about 10-15 years ago computers were large, expensive, complicated instruments relegated to the industrial world. With the introduction of the personal computer a new consumer industry has arisen. Computers are in the homes like television sets. Hundreds of thousands of people are engaged in designing, manufacturing, distributing, and retailing computers. Every primary and secondary school has computers in classrooms. Keyboarding is a recognized academic subject in our schools. New vocational opportunites abound. To understand these new vocational opportunities vocational guidance counselors must be afforded the opportunity to spend part of their working year outside the walls of the schoolroom. Business will cooperate because here the business world can serve society even as it serves itself.

B. Forging the Partnership: Business and Education

The bond between business and education in the U.S. has never been stronger. Schools educate for the world of work. Business is the true client of education. Business recognizes that it will have to provide the missing skills and knowledges should the schools fail. Large corporations have always provided some assistance, but now a true partnership is developing. In New York some of the mightiest corporations in America such as IBM, Digital Equipment, Hewlett Packard, Citibank, Chase Manhattan Bank, Union Carbide, Exxon, and Mobil, just to name a few, have involved themselves in our public schools. The manner of the involvement differs but the objective remains the same: improve education because it's good for business as well as for society.

New York has a number of specialized high schools such as the Bronx High School of Science, the High School of Art and Design, The High School of Performing Arts, the School for Telecommunications, etc. In addition, many generalized high schools have special programs within them for law, medicine, advertising, finance, nursing, criminal justice, etc. An appropriate business enterprise will sponsor or adopt a program or even an entire school. In addition to providing funds it will send in its own executives or specialists on a weekly or daily basis to teach courses and to advise students of vocational opportunities which exist. Internships and vacation employment opportunities will be provided for students, teachers and counselors. In co-op programs a full time position will be shared by two students, one student working one week and attending school the next week while the other student attends school and then works. Vocational guidance counselors place the students and then monitor their employment. In the process the counselors are kept abreast of the world of work.

Here we should note the beneficial effects the F-Test can provide in effecting proper placement. A Vocational Guidance counselor well versed in the F-Test will use this instrument to ascertain the student's probability of success as well as the benefits likely to accrue to the student from the employment experience. The F-Test is a valuable link between business and education.

VOCATIONAL GUIDANCE IN THE 21ST CENTURY

by
Marvin Weingart

A. The "Future Shock" Syndrome

As we look ahead to the 21st century we recognize that changes are inevitable. However, how drastic will the changes be and will the students of today be able to cope successfully as mature adults? About 20 years ago, an American author, Alvin Toffler, sent a tremor through our society with his book, "Future Shock". His thesis was that there was too much change occurring in too little time and the resulting dislocation and disorientation were creating massive stresses in our society. Toffler felt that the rapid technological changes would make human beings progressively incompetent to deal with their environment. And, while some of his "futurisms" remain dim and distant, there was enough truth in "Future Shock" to make us sit up and take notice then, as well as now. For example, the "fractured family" Toffler spoke of is certainly in evidence. We see it all about us; the rising divorce rate tells the tale. Also, the heightened social and emotional pressures of living are reflected in the tremendous growth in the use of drugs, a means of flight from reality. The drug problem is now the most feared man made plague of our society. Thus, as we look toward the 2lst century we know that if we are to provide coping skills for our young people it must be by changing the modus operandi of our institutions.

B. Institutional Change and Vocational Guidance

Our schools constitute the most powerful single force at our disposal for such change. The schools of New York City are in fact changing to meet this challenge. Let me give you two examples.

For decades New York felt that bigger was better. Not so today. Our high schools which were originally built to house from three to five thousand students are now being reorganized into schools within schools. Each school within a school has its own administrative, pedagogical and guidance structure. With 500 students instead of 3000, the faculty can relate on a more personalized, more humanistic basis. Guidance counselors can form more individualized relationships and vocational guidance can emerge from a sometimes faceless study of records to a series of conferences with student and parent based on need and concern and sensitivity. Moreover, parent/student choices are being taken into account as never before. Heretofore, students were admitted to high schools based on residence and feeder pattern. With only a few exceptions each student had attend his zoned high scool. However during the past decade a broadening area of choice has come to be the policy. Now except for a few highly specialized schools that require entrance exams, choices are honored so long as space permits. Humanization and understanding are triumphing over bureaucratic rigidity.

The humanization of institutions is more critical than ever as the increasing complexity of our civilization with its greater and greater reliance on computers and robotics accelerates the technological change described in "Future Shock." A sound program of vocational Guidance is paramount if we are to prepare our youngsters for the 21st century. The student who is in the right school, who is prepared for a career in which he can thrive, who garners satisfaction from each day's work will be able to withstand more readily the pressures, the mental and emotional strains that accompany the vast technological changes that are yet to be. Vocational Guidance must be reaffirmed as we enter the 2lst century. Vocational Guidance is the keystone of society's arch.

HAWAII'S SCHOOL TO WORK TRANSITION CENTERS

by
Evangeline K. Barney

Historical Background:

The school to Work Transition Center Program was established in April 1984 with the passage of Act 40. Act 40 linked two successful projects, the Career Resource Centers and the Quick Kokua projects. The Quick Kokua project had been established to bring employment, health and social services in a coordinated service delivery fashion to youth. Its major purpose was to ameliorate obstacles in the transition from school to the world of work. The Career Resource Center project was initiated in 1979—to provide career planning services as an adjunct to job placement following high school. Each project was available in two high schools only.

In 1984, the State Legislature merged the projects and created School to Work Transition Centers to focus on career and employment counseling services. As cooperative efforts between the Department of Labor and Industrial Relations and the Department of Education, twelve Centers are now operating statewide serving approximately 18,000 students.

Program Rationale:

The rationale for the School to Work Transition Center Program can be best articulated by the following premises or statements:

1. *All students are in need of services to assist them in the transition from adolescence to adulthood.* Students need help in career planning and assistance so that their post-high school plans are sound and realistic. In Hawaii, as elsewhere, many traditional jobs have become obsolete within the agricultural and construction industries. New industries have emerged and post-high school educational options are becoming more complex. In addition, many students have social and health barriers that must be addressed before career planning can take place.
2. *Effective transition services are based on effective career decision-making and post-high school planning which are time-consuming and complex processes.* Appropriate staffing is a key and essential element in assisting individuals in the processes. Knowledgeable and skilled personnel are needed to take students—step by step—through logical and systematic planning and decision-making processes.
3. *Effective transition services depend upon an integrated, multidepartmental approach.* Although the Centers have been established at high school sites, the staffs in the Centers are employees of the Department of Labor and Industrial

Relations (DLIR)—not the Department of Education (DOE). Nevertheless, it is critical that DLIR and DOE staff collaborate and work closely together. Even the Department of Health (DOH) is integrally involved—especially at the two sites where the health services had earlier been made available by the Quick Kokua project.

4. *The transition services must be readily accessible and responsive to client needs.* The school is still the major hub and pivotal point for activities in a student's life. Therefore, the School to Work Transition Centers are located on school campuses.

Program Goals and Models:

The Transition Center goals include the following:

1. To assist students in their transition from school to the world of work.
2. To provide a career center for clients to utilize career related information, resources and services; and
3. To serve as a referral source for teachers for career-related activities.

Currently, the Transition Center Program consists of two models: a) a one-component model and b) a three-component model. The one component model operates using one to two career/employment counselors and focusses on career and employment counseling for students in grades 9 through 12. Services are provided through individual counseling and classroom presentations.

The three-component model located at two sites consists of two additional service components—the health and social services components—to supplement the career employment component. Public health nurses and social workers are deployed from the Departments of Health and Education to assist students with social and/or health problems which constitute barriers to career planning.

Description of Transition Center Services:

Transition Center Services include the following:

1. Self-assessment services which include counseling and learning activities designed to enhance an individual's sense of self. Services in this area include career planning, counselling, workshops on skills, interests, values and personality, use of personality interest and skills inventories such as Kuder, QUEST and more recently the Fukuyama Profile.
2. Career awareness services which link an individual's sense of self to the world of work and encourage the selection of several occupational choices. Career awareness activities include use of Career Kokua, Hawaii Career Information Delivery System and workshops on decision-making.
3. Career exploration services to help an individual investigate and explore possible occupational choices. There is career shadowing (sending an individual to an actual job site to observe someone working in a career area) as well as field trips, career speakers and referrals to volunteer or work experiences in the community.
4. Job preparation and placement services which help individuals who have made a choice as well as those seeking assistance in preparing for a job search. There are workshops in job search skills, referrals to job openings,

assistance with post high school education and sources of financial aids for further education and training.

The Fukuyama Profile in the Transition Centers:

In the Summer of 1988, the Farrington and Kailua Transition Centers piloted the use of the Fukuyama Profile. These Centers were selected because they were the only two with microcomputers in place. Of the five indexes, the users found the Self-Analysis and Personality Tendency and Appropriate Occupation indexes most useful. The users found the additional information about their personality perceptions in relation to selected occupational proficiency and technical skills most valuable to them.

The users also indicated that the Fukuyama Profile encouraged them to think seriously about life-career planning and that the Fukuyama Profile made them more aware of their interests, temperaments, values, skills and aptitudes in relation to the world-of-work. A number of users noted that the Fukuyama Profile called their attention for the first time to the relationship of intermediate school work experiences (both paid and unpaid) to possible future occupational choices. The users indicated that the Fukuyama Profile was least helpful in career exploration per se but this is understandable since the Profile's strengths lie in a student's involvement in the process of self-analysis and appraisal rather than overviews of careers and occupations.

The limited number of microcomputers and the time needed to complete the Fukuyama Profile limited the numbers of student users. The users thought that giving users the flexibility of retrieving printouts before completing the entire profile would be very helpful.

Summary

In addition to helping and serving students, the School to Work Transition Centers provide an excellent environment for using and sampling various kinds of career and interest inventories. Planning and budgeting have been in progress to expand the Transition Centers into each of the 38 high schools in the State of Hawaii. As funds become available, the following kinds of criteria will be used in expanding the Centers to more sites:

1. The amount of unemployment or excessive numbers of displaced workers in the area which require counseling in job re-direction for both youths and adults. Includes concern for number of local youths who must leave their area due to unavailability of employment. Special concern will be given to Islands other than Oahu with less employment capability and heavy job displacement.
2. Number of social indices pointing to high absenteeism and school dropouts, high youth delinquency, large numbers of single parent homes, excessive child abuse and neglect, all of which require extended crisis counseling and support.
3. The interest of the local district and school and their willingness to invest their own resources in supporting the program, including provision of space and encouragement of the cooperation of all school personnel, including teachers and counselors.
4. Willingness of teachers and counselors to integrate career planning and

counseling into the curriculum so that academic and future career planning will properly support one another.

5. Availability of other youth counseling services in the area and whether the establishment of a transition center would lead to duplication of effort.

ADULT GUIDANCE AND TRAINING

by
Merlin Rangel

At the Fifth International Conference on Vocational Guidance in 1986 participants expressed concern about growing unemployment rates in the adult population in their respective countries. Associated with increasing levels of unemployment was a noticeable lowering of the average age of the unemployed, indicating that their working life had in effect, been curtailed, and that, after only a relatively short period of employment.

Through the early 1980's a steady increase had been noted in the number of adults seeking advice and counselling. This need had arisen out of the threat of redundancy as a consequence of both traditional occupational skills becoming obsolete and a demand for new skills created by developments in technology and changes in the employment structure.

In Britain response to the need for educational and vocational training has been recognised as necessary at national and local level. At national level initiatives have been determined and supported by the Department of Education and Science and the Department of Employments' Training Commission. At local level networks have now been established between guidance agencies, statutory and voluntary organisations, the public and private sectors and community groups. Funding has been received from central and local government and in some instances from external sources such as the European Social Fund.

The 'biggest and most developed guidance service of its kind in the United Kingdom' is the Employment Training Advisory Service (ETAS) set up in Birmingham in December 1984. The unit currently consists of seventeen full and part-time staff and is managed by the Local Education Authority's Careers Service. Its aims are:

* to provide an impartial guidance and counselling service which facilitates the development of maximum potential of the individual by enabling him/her to make well informed and appropriate choices.
* to provide a comprehensive information service which raises the level of awareness of opportunities available in employment, education and training.
* to assist the individual make his / her choice a reality by obtaining and influencing training and associated provision through relevant institutions and agencies.

The Employment Training Advisory Service serves all adults over the age of 19 who live within the city boundaries. It has also dealt with telephone and written requests from around the country and from overseas enquirers wishing to return and obtain employment and/or training.

A break down of the client group is given below.

Figure 1 Breakdown of Client Group (1985)

Gender	%	Ethnic Origin	%	Age	%	Previous Occupational Level	%
Female	56	Afro–Caribbean	17	19–24	35	Unskilled	16
Male	44	Asian	15	25–44	57	Semi-Skilled	28
		Other	3	45+	8	Craft	32
		White European	65			Technician	9
						Professional	15
Total	100		100		100		100

n=300

Although the majority are unemployed a small percentage of clients include those seeking a change of career for reasons of personal development, others threatened by redundancy or early retirement and some in full or part-time education. Special efforts have been made to meet the needs of specific groups in the community. These are the long term unemployed, women and members of ethnic minority backgrounds. Efforts to reach these groups include purpose designed publicity and advertisements in the local press in English and other relevant languages, links through community workers, tutors of English as a second language courses, women's groups and the City Council's Women's Unit.

Advising and Counselling

Guidance and counselling aims to assist the individual make realistic and well informed decisions. The first step in this process is acquisition of self knowledge. The influence of self knowledge on occupational choice has been debated by a variety of social scientists in the face of changing employment and economic structures. Like Bannister, I maintain the view that 'knowledge of self is not self indulgence' limited to a priviledged few but a neccessity for all those seeking to implement a self-concept balanced against the advantages and limitations of one's environment.

The process of self-evaluation is best achieved by a combination of assessment methods ranging from the familiar in-depth interview, through in-house subjective questionnaires and practical exercises to objective psychometric techniques. A recent survey carried out by the unit for the Development of Adult Continuing Education (1985) found that many advisors were 'resistant to the very notion of assessment, arguing that the process could be damaging since the outcome would inevitably involve labelling the client in some way'. A further objection was based on the assumption that assessment was a threatening experience which consisted of administering formal tests to passive clients by so-called experts. Our experience in Birmingham provides ample evidence to the contrary. Psychometric tests consist of cognitive measures of aptitude and attainment. These are general (or non-verbal) ability, verbal and numerical reasoning, perceptual speed and accuracy and spatial-mechanical comprehension. Interest questionnaires vary from illustrated inventories to relatively sophisticated computerized inter-active job activity profiles. Personality assessment is limited but is likely to be developed in the future. The tests are optional and are well received. Reactions indicate greatest apprehension about measurement of literacy and numeracy especially with individuals who have been out of formal education for a considerable length of time. Diagrammatic tests are more favourably received and sometimes considered a challenge. Requests for measures of interest are more frequent as a larger number of clients are concerned with exploring alternative careers or needing to prioritize occupational choices. Assessment is only one component of the guidance process but is of maximum benefit to those who have little or no other yard stick against which to measure their strengths and weaknesses and who consequently lack confidence in their ability to (re-) enter the employment market. Furthermore the value of ability and interest profiles is maximized if tests are treated as a negotiated experience between assessor and the client at each stage and the results fed-back in meaningful terms.

Biographical data is another valuable source of information which is inclined to be under-utilized. Clients and potential employers need to be encouraged to perceive achievements outside the occupational arena as relevant and positive indicators in a developmental process on which to build, rather than isolated events at different stages in a life span. Plans to incorporate assessment, in its broadest sense, into the guidance process must take account of resource and staff training implications.

Information

Information bases need to be easily accessible and regularly up-dated. Networks can be broadly divided into national, regional and local opportunities. Developments in information technology have vastly improved both the production and dissemination of information. A comprehensive national network which is now relatively inexpensively available through personal computers is ECTIS which lists all professional technical and non advanced training courses in the United Kingdom.

Information on local resources is less comprehensive owing to the ambiguity of available facilities and the need to identify requirements of the client group. Nevertheless an extensive source of information has already been built up at the Employment Training Advisory Service which is readily available in the form of an open access library. Enquirers can also seek the assistance of staff who are constantly on hand. Information leaflets have been circulated to well over fifty agencies including local libraries, voluntary and statutory organizations, training agents and community centres. Some leaflets have been translated into relevant languages. Although progress in these initiatives may be slow and limited by resources there are indications that information is reaching target groups and that members of ethnic minorities are encouraged to seek advice and training. The production of this wide range of material is a significant development towards meeting a need which, until recenlty, was almost non-existant.

Influencing Opportunities

A relatively small percentage of individuals require information only to enable them to achieve some previously determined goal. The majority, who hope to gain employment, seek skills training as a first move.

* (Educational Counselling and Credit Transfer Information Service)

Training requirements vary from short confidence building sessions, through longer refresher or vocational courses to professional training leading to formal qualifications.

Unlike the relatively clearer routes open to school leavers the less well defined options available to adults and the added complexities of requirements serve to high-light the neccessity for careful planning and appropriate decision-making. The recently established National Council for Vocational Qualifications has within its remit safeguarding of standards and progression on courses. The role of the counsellor must inevitably include communication between clients and providers in order to ensure quality of content and delivery and to minimize wastage of human and national resources.

Some trends identified through experience are worth noting. The effects of long term unemployment are lack of motiviation and self-confidence which in turn affect personal presentation and job seeking skills. Among males between the ages of 35—45 common experiences include repeated redundancy and long periods of unemployment. Expressed solutions are re-training in computing, electronics and engineering, a growing interest in self employment (probably as a result of publicity and sponsorship) and a career change to socially-orientated occupations.

Patterns of employment among women show a lower tendency to enter non-traditional jobs. While a few enter a new field at professional level the majority continue to continue in catering, office work, the health service, social work and teacher training. These choices may however reflect availability and convenience of obtaining work rather than a reluctance to consider alternatives. Some obstacles faced by women who wish to return to work are domestic committments, inadequate facilities to take up training opportunities (eg creches, child-minders), and resistance from employers, family and peers.

Problems facing members of the ethnic minority groups stem from a lack of basic English literacy which prevents them from gaining access to information about opportunities and undertaking vocational training. By collaborating with community workers and related organisations some successful initiatives have been seen eg. bi-lingual vocational skills course.

Conclusion

Levels of unemployment in the 1980's have been closely associated with a poorer quality of life both economically and psychologically. Measures to alleviate unemployment and to respond to the needs of the economy have seen a mushrooming of guidance and training organisations. Developments in these early stages are encouraging but provision in relation to content and delivery are far from adequate. If vocational guidance and skills development are to result in a more effective use of human resources in the twenty first century then I believe that guidance and counselling services will need to be easily accessible and more directly linked with training and personal development in its broadest sense. Finally, greater efforts have to be made to ensure that equality of opportunity in relation to gender and race becomes a reality in the society in which we live.

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PERSPECTIVES OF VOCATIONAL GUIDANCE IN THE GERMAN DEMOCRATIC REPUBLIC

by
Anselm Siebel

In the German Democratic Republic all the efforts were made that vocational guidance also contributes to the systematic reproduction of social manpower and the personality development of the citizens in future. The close connection of vocational guidance with the economic, educational and youth policy of the nation has resulted in remarkable successes during the last years. All young people have been able to decide on a trade and have a positive vocational perspective as skilled workers and as graduates of a technical college or university. 85 per cent of the girls and boys could get an apprenticeship they had wanted with their first application. That is a very good result. The school leavers of the ten-year general polytechnical school being the basis of compulsory education can select out of 238 trades as skilled workers and 47 rare trades as craftsmen.

About 83 per cent of the young people decide in favour of this vocational training while 17 per cent prefer to attend a technical college or to aquire the Abitur. As already mentioned at the Fifth International Conference this is the result of a purposeful systematic and long-term process of training and education which is directed to the aptitude of the young people to reach correspondence between individual interests and prerequisites with labour economic needs of the society when one chooses a career.

In the German Democratic Republic a dynamic syetem of vocational guidance has been created. It includes the activities related to vocational guidance and performed by a lot of social forces, schools, enterprises, parents, vocational guidance centres, trade unions and public health. The tasks, which have to be fulfilled by the social forces to realize vocational guidance, are laid down in the "Order on Vocational Guidance" voted by the council of ministers on November 6, 1986. This order took effect on February 1, 1987. It guarantees a farther qualification of vocational guidance and takes into consideration the transition into the 21st century. Moreover it takes into consideration the recommendations of UNESCO on the orientation in the field of vocational training. They were agreed on the international conference of UNESCO on technological and vocational training, which took place in the German Democratic Republic in 1987.

For the first time the consequences, which have resulted from the politico-economic dynamic in the GDR particularly from the introduction of key technologies, were appointed by law. Each citizen of the Germam Democratic Republic is being taught from this order about vocational guidance. They get to know the persons who can advise them and the principal manners of guidance. It was unequivocally determined that it is within the competence of the combines, enterprises and cooperative farms to get and guide their future skilled workers and technical college and university graduates. They also have to advise their employees during the further vocational development.

The tasks of the 221 vocational guidance centres in the GDR were rearranged in the Order of Vocational Guidance. The vocational guidance centres are subordinated to the respective local organs of state in particular the departments of vocational education and vocational guidance. They have got the capacity of an educational institution and in that function they supply school students and parents with knowledge on trades and choice of career and help them individually to prepare for the choice of career. The new Order on Vocational Guidance also regulates the duties of the universities and technical colleges in this field in detail. The tasks of the organs of state for an effective vocational guidance were determined precisely.

The ten-year polytechnical schools are particularly responsible for vocational guidance. In the whole process of training and education they contribute to the development of realistic wishes of school students for choosing a career and to the shaping of such individual characteristics being necessary for all trades and professions. Thus the young people are stimulated to strive for an all-round information and to take use of the various possibilities of the society.

A first-rate task connected with the further shaping of vocational guidance in the German Democratic Republic was and still is to use comprehensively the advantages of our ten-year general polytechnical school closely connected with life and productive work in the plants. Moreover these are the further profiling of the nature of general education according to the quick development in science, technology and production, the further development of optional teaching with its possibilities of differentiation, deepening and enlargement of the general education beyond compulsory teaching.

Acquiring an up-to-date general education is an important prerequisite to prepare the young people for their choice of career. It guarantees such an education for all the citizens of the German Democratic Republic, which is absolutely necessary to be capable of taking part in all social concerns including the choice of career in an independent kind of thinking and a responsible kind of acting. In the number of them there is also the bringing into existence of a solid basis for the vocational development of all school students and the required availability during their later employment.

In view of the responsibiity of the general polytechnical schools we can confirm the basic position that the ability of the school students to choose their career freely and consciously occurs mainly by means of the acquirement of facts of general education during the process of learning and working. This process is completed by activities during the informal training.

Therefore it was guaranteed that the curricula recently introduced in the GDR also make differentiated contributions to vocational guidance in the various fields of general education. The curricula are based on the experiences which often proved that vocational guidance as a part of the all-round personality development consists of an educational and an infomative side.

Above all the educational part includes:

- the systematic development of the school students interests including the shaping and stabilizing of vocational interests and likings,
- the development of a correct attitude of the social demands and possibilities being connected with the choice of career,
- the aptitude of the young people to value their own prerequisites to the choice of career really and to make out the necessary conclusions for their

further learning and social activity.

Regarding the informative part of vocational guidance the general education in the GDR deals with the requirement of the basic knowledge and ability concerning the importance of choosing a career, the conditions and course of the choice of career and supplementary routes of training.

The route of the educational and informative part of vocational guidance to the conception of general education is to be shown by example of polytechnical instruction especially by teaching the subject "introduction into socialist production" in the grades 7 to 10 and the participation of school students of the grades 7 to 10 in productive work at enterprises and cooperative farms. Other parts of the polytechnical instruction are:
instruction in the school garden and manual instruction in the forms 1 to 4 and 6 and the scientific-practical work in the grades 11 and 12. The educational part of vocational guidance is met by the responsible participation of the school students to solve tasks of the material production and by the development of basic characteristics, working habits and the ability, which is connected with the process really to value their prerequisites for the choice of career. Moreover the educational part includes the understanding of the coherences of the national economy and reproduction process and in connection with them the consequences and moral claims for social needs and possibilities to choose a career and the systematic development of moral attitudes and vocational interests in a considerable proportion of school students too.

The informative part of vocational guidance is directed to the acquirement of technical, technological and economic facts and in connection with that to the demands on the working people of various trades. Working in the material production the school students get to know something about various trades. They learn other information about the tasks of the enterprises, their products, social and cultural institutions and vocational guidance.

The unity of education and preparation for the choice of career illustrated by the example of the polytechnical instruction wholly corresponds to the position of the UNESCO Congress on technological and vocational training that vocational guidance itself is an important part of training.

The perspectives of vocational guidance in the GDR are closely connected with the "Order on Vocational Guidance", which guarantees the further qualification of the work in this field with prospect of the year 2000 being particularly very essential for the young people. To be capable of meeting future needs of vocational guidance in the German Democratic Republic the essential conditions are the free access to all educational institutions for all people and their equal chances, the sound connection of vocational guidance with the whole educational system, the national and territorial information centres, a dynamically developed information system on the basis of an up-to-date information processing technique, the university-level training of full-time employed vocational advisers and the permanent further education of all persons engaged in vocational guidance.

In view of the next century the effects of varied tendencies of development in the fields of science, technology, production and culture will have to be considered for the determination of the perspectives of vocational guidance.

First: The development trends mentioned above will effect the character of work and trades. Thus the character will be changed by new technologies. The diversification of the activities concerning one trade will be increased. In future traditional and progressive working methods will be in an opposite position as well. The modification of labour functions such as the functions of performance, transmission, drive, operation and record caused by a higher level of mechanization increasingly demands the realization of logical functions such as steering and controlling functions done by working people. This can result in the fact that the typical character of an industrial branch won't be any longer predominant in special trades. Special fundamental personality characteristics appear more urgently when a career is chosen. These are for example the abilities to take an active part in planning and running the production, diagnostic abilities, imagination and logical thinking. It can't be excluded that on the strength of these developlments vocational guidance must be developed to an activity orientation.

Second: These tendencies of developments within sight won't be without consequences for the shaping of the personality. In future the successful activity in the trade will more widely demand the ability and readiness for a permanent further education as vocational training won't be able to prepare for all activities appearing in a long period. The ability of the people to choose their career freely and consciously will have to include the shaping of availability for consecutive decisions such as readiness to mobility, new decisions concerning the working place, plant and trade. That underlines the process character of vocational guidance, which can become an identification process accompanying the trade. Moral attitudes of the personality will come to light more distinctly. Such attitudes seem to be relevant, which are in touch with the development of subjective vocational prerequisites in regard to the social progress and directly concern the decisions for trades respectively for quite a specific trade and such attitudes concerning the behaviour during the later vocational activity.

Third: The people's social surroundings growing more manifoldly and the further development of their individual character will result in more differentiated individual wishes and prerequisites when they choose a career. The self-information, self-valuation and self-responsible planning of finding an occupation will be more inevitable. The period of vocational guidance will be extended from the lower and intermediate school-level up to the old age. All these facts effect the system of vocational guidance because these developments do not result in facilitating and simplifying the choice of career but they grow more complicated. The character of future vocational guidance will consist in being an ontogenetically orientated process, which includes the unity of cognition, emotional-volitive direction of action and the social ability to act. The process will also secure the necessary level of the career choice with the intention of paying attention to the dynamic social needs and the free unfolding of the human being's individuality, which can be realized by a differentiated educational conception of activity. In view of the educational system the appearing tendencies of further improvement of the conception of general education being scientifically founded and connected with life and the vocational special training on the basis of the sound close connection of theory and practice and the further unfolding of the modern polytechnical training will create the required objective bases for the future shaping of vocational guidance.

In June 1989 the Ninth Pedagogical Congress will take place in the German Democratic Republic. It will develop the strategy of the further shaping of the educational system as far as the following century. However, the most important condition for revealing real perspectives of life for all people and for the further development of vocational guidance is the durable securing of peace on the basis of detente and further disarmament.

VOCATIONAL GUIDANCE AS AN IMPORTANT FACTOR IN EDUCATIONAL INDIVIDUALIZATION

by
Yu. G. Tatur

Perestroika in the public education system is a part of the social perestroika drive in the U.S.S.R. This comes as a matter of course. It is basic to the theory of perestroika that attention be directed to human beings ahead of the production of goods. In other words, emphasis is placed on human education, on the development of human potential.

Mr. Gorbachev, General-Secretary of the Central Committee of the Communist Party of the U.S.S.R. and Chairman of the Presidium of the Supreme Soviet of the U.S.S.R., pointed out that "The decisive factor in any attempt to define the process of the U.S.S.R.'s cultural, social and intellectual life is always the human being himself—his economic, cultural, social, moral tendency, skills, patriotism, internationalism, creative talent, civic awareness and eagerness. There is no doubt that everything concerning the nurturing of human beings in terms of school and education is directly connected with social development, i.e. perestroika."

Under the new economic condition, an efficient worker who used to be considered a very good worker, in other words a worker who can achieve his given task 'ideally' in his small working place, may no longer satisfy his workplace. As labor activity is growing more and more intellectualized, the economy increasingly needs capable people with unorthodox and original thinking. Greater emphasis on popularization of individualization is anticipated.

Such a recognized request from the world of economics is not directed only to the summit of the educational pyramid ; rather, it controls the approach taken in the basic structure of the educational pyramid, beginning with pre-school education, and continuing through general education, to development of the work force and of technical specialists. As stated above, along with the humanization and democratization of the U.S.S.R.'s educational system, emphasis is placed on a key element of reform; that is, on providing the best environment to promote educational individualization and to encourage individuals to develop their abilities and independence. To do this involves change in the total educational system.

The school system will concentrate on three growth stages of children-infancy, juveniles and youth. Primary school will be classes 1—3 ; basic school, classes 4—8, with secondary school, classes 9—10, or 9—11. Pre-school education and nurturing will be part of the preliminary basic education. In each stage, students will have optional subjects. They can select labor, drawing, various kinds of service work and languages in primary school. In basic school, besides the required curriculum which is 70-80% of the total class hours, optional and additional subjects are offered. The basic school is compulsory.

Graduates are authorized to select the way and the period for completing their secondary education. They can begin labor activity while still studying, as one of their rights. Courses to finish secondary education are different, according to the individual's liking and ability. One student may continue study in higher classes, while another may take a job at the same time as entering a certain educational institution for 2—4 years to complete secondary education. Many varied courses, such as history, literature, physics, mathematics, chemistry, biology and art will be offered in the higher educational level of the secondary school.

A collective course covering four main fields—man and man, man and society, man and nature, man and the intellectual sphere (i.e. the biological region which is noticeably influenced by human activity)—is divided in general subjects, totaling one-third of the education hours.

Whatever type of secondary education, including vocational technical education, is selected, students are assured the right of the future possibility to have university education. At university level, students will have increasingly individualized curriculum in their special subjects, with greater variety of choice, including optional courses, field works and related subjects, like practice, seminar and research study, amongst their options.

At the end of the general education course, students undertake a general examination to decide selection of curriculum in higher classes of university or college. The way of guidance and the period of study are not uniform so that the future specialists in such areas as academic study, design, technology, and management may achieve their particular goals.

Clearly, under these circumstances, the role of vocational guidance is critical as a scientific and practical system to develop individuals who can make conscious vocational selection. Also, systematic evaluation of children's ability in every stage of their secondary education, together with psychological services at higher educational institutions, are increasingly important.

The national vocational guidance service which was established in 1987 should be expanded to meet such problems. As many qualified professional educators in the field of vocational guidance as are needed should be developed. They must be supplied with necessary literature. Psychological support systems should also be established in schools.

Today in U.S.S.R., there are vocational guidance centers in 40 cities and branch centers in other cities. The centers have provided guidance to 100,000 students, 10% of the total, and about 70% of them followed the advice in choosing their occupation. By the year 2000, the number of centers will increase to 240 and each city will have a vocational guidance co-ordinating council, made up of representatives of the public spheres of each city.

The vocational guidance center, however, cannot do more than offer help to the young people. The centers are unable to heighten the job awareness through appropriate activities.

It is, therefore, important to establish practical life area in the process of education of secondary school and university. University and college faculty can encourage students to participate in the research projects, laboratories, study circles and useful vocational activities during the period (6–8 months) of work training.

This change will strengthen the bonds between secondary schools, higher educational institutions and the work place. Cooperation between higher education, production and acadamic institutions has already led to a few hundred contracts being signed by these systems.

Cooperative studies between universities and the secondary schools are being made in many ways, through "special interest" groups, workshops and club activities.

It is however, teachers who play a decisive role to help individuals develop occupational independence. Each student, therefore, should be equipped with necessary knowledge in the field of psychology and vocational guidance. Expansion is scheduled in U.S.S.R. for development and re-education of vocational guidance specialists. The said education is now conducted at 11 universities and 5 pedagogic colleges. One of the problems to be solved is the shortage in quality reference books for vocational guidance. I think it is very important to introduce various kinds of experiences given in the materials used at the International Conference on Vocational Guidance at Ashiya University. We are now working towards publishing in U.S.S.R. Dr. Fukuyama's work "Study of Vocational Guidance".

THE ROLE OF PROFESSIONAL ORIENTATION IN STRENGTHENING THE TIES BETWEEN SECONDARY AND HIGHER SCHOOLS

by
V. P. Kolesov

One of the key directions in the restructuring public education in the U.S.S.R. which is underway now is the development of individual creative capabilities of students. The main deficiency of modern school consisted in the fact that the forms, methods and content of teaching ruled out the opportunities for the development of students personalities and led to their alienation from the process of teaching. All this was determined by command and administrative spirit, by the authoritarian system which existed practically at all levels of education.

Extreme centralization of schools, the fact that all schools are public contributed to their unification.

As a result there were less and less possibilities for revealing the endless varieties of forms and methods of teaching at school and eventually the intellectual potential of the nation was undermined.

On the one hand, too strong unification of teaching in a comprehensive school led to the weakening of the ties between secondary and higher schools and, on the other, made it more difficult to solve the fundamental problem—the establishment of the system of professional orientation.

We found ourselves in the situation which was characterized by the essential disproportion between the structure of students' plans and wishes, their professional interests and the structure of social demand for some professions and specialities. This contradiction is seen in the fact that students' wishes do not coincide with the necessary professional opportunities of the society.

In the 70—80th, i.e. the period of decay, due to the serious deformation in the payments to intellectual workers and emergence of alien social phenomena, such as parasitism, using the official positions for getting unearned money, especially in the spheres of distribution, exchange and public utilities, the formation of artificial deficit in the market of consumer goods, the wish to get imported goods by any means, there appeared serious changes in the professional orientation of youth : the tendency to choose the profession irrespective of its creative character and its contents strengthened. As a result we see that there are more and more applicants at the higher institutions, at even secondary specialized schools and professional schools which train students for the sphere of trade, consumer cooperatives, public utilities, for the enterprises in the system of international tourism, foreign trade and so on. At the same time there are fewer and fewer applicants at higher technical institutions, at the university departments specializing in natural sciences and dealing with the advanced lines in science and technology.

In the conditions of extensive development of secondary and higher education the teachers became not so strict to the applicants while estimating their level of knowledge. This also was due to the reduction of the amount of applicants. There was an obvious gap between the mark estimating the applicant's knowledge and his real level of knowledge. That's why the restructuring of public education brings to the fore the level and quality of secondary education. The deepening of the differentiation of training at the third, the highest stage of secondary education considerably influences the development of inclinations and capabilities of schoolchildren. In this connection a wide range of optional subjects, extra curriculum classes, different kinds of curriculum, introduction of one or more various specialized courses (in the humanities, mathematics, physics, chemistry, biology, etc.) are envisaged. The students will be able to choose specialization and study at any school they like. This will be done in order to take full account of their interests and make them active participants in their future social and professional life.

Under these new conditions the real opportunities for the development of various forms of professionally-oriented training can be created, the role of higher educational institutions in professional orientation of schoolchildren will increase. The prerequisites for the emergence and development of non-formal cooperation between higher educational institutions, secondary schools and secondary specialized schools are created. One of the progressive models of cooperation of higher educational institutions and secondary schools is the creation of various specialized schools and boarding schools under the aegis of higher educational institutions. They are mathematical and physical schools, schools for young economists, chemists, physicists, mathematicians, biologists, etc. According to many Soviet scientists, this is one of the main ways of selection and development of talents for the perspective directions of science and technology.

As an economist as well as a regular panelist, I would like to analyze the problem of humanizing education. That is, I'd like to analyze it in relation to the employment structure and the desired career structure, and also in view of the entire educational structure.

In any society, we can assume that the employment structure takes a pyramid form. On the bottom of the pyramid, there are various occupations which many workers are engaged, such as car-drivers and construction workers. Conversely, at the top of the pyramid where special skills are required, there are few people. This kind of pyramidal structure exists in almost all societies.

In connection with vocational guidance, there is another point I'd like to mention. Though the structure of the desired occupation whose structure also takes a pyramidal form, there is a little difference from the other. The pyramid of occupation most people desired to take and the one that least number of people desired to take are never identical in any country. That is to say, the employment structure and desired career structure cannot be the same anywhere.

The task of vocational guidance is to have these pyramids become as identical as possible. For clarification, I would like to show you the pyramids, the employment structure and the desired career structure, which are opposed to each other, and therein a zone completely unmatched is seen.

There are a lot of places for young people to work, but they don't want to work in these places. So, there are many openings. B is the zone where they want to work.

That is, it shows that the type of jobs many young people like to have. So, many young people cannot get them because the demand is much higher than the supply.

We have to try to adjust this phenomena and coordinate it. To meet this goal, the education system must become involved. The education system takes this form. So educational structure overlapes here, and then we see zones that will not meet. That is zone C. In this zone, there is a very specialized area where young people are not willing to enter because of the low prestige of educational institutions or work places.

Now we have D zone. Though universities do train or produce specialists, after graduation one may not find the job which one can use this specialty acquired because of no opening in the employment structure. When we study these structures, the desired career structure, education structure and employment structure, we can see four unmatched areas. We must understand this condition clearly. Then we can truly realize our responsibility in vocational guidance and what problems we have. To make our work more effective, we must put into consideration the context, three structures and their changes. For example, if a counsellor could have insight not only into social demand and desired occupations but also into the work market and future change in educational system, hecould give good counselling to teachers, parents and children.

However these four areas which do not match can be moved or shifted to a certain extent. If you want to know this matter in more detail, I will be glad to answer your questions. But, for now, I would like to conclude my presentation. Thank you.

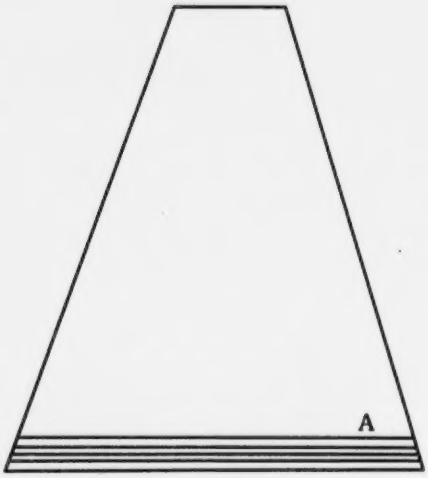

Diagram 1. Pyramid of Occupation

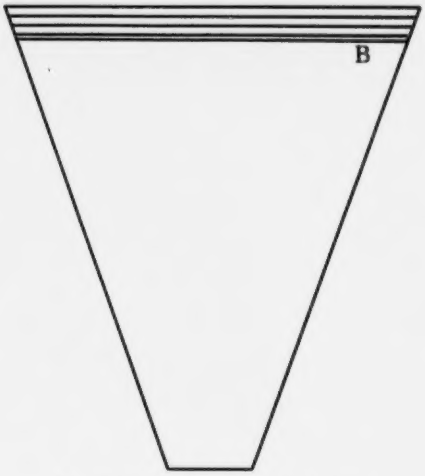

Diagram 2. Pyramid of Preferences

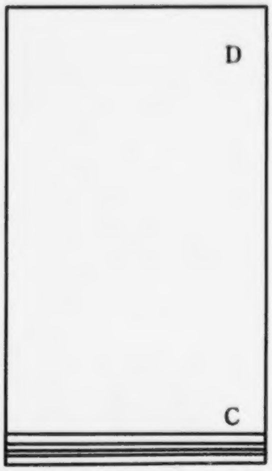

Diagram 3. System of Education

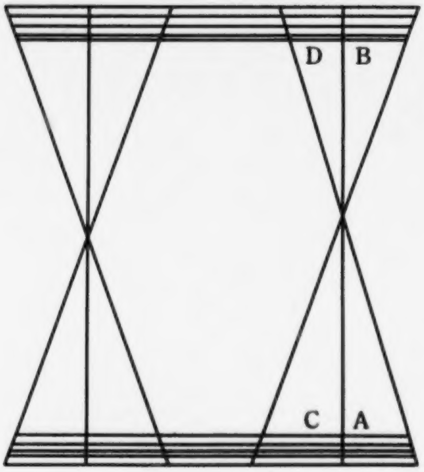

Diagram 4. 1, 2, 3 one upon another

VOCATIONAL GUIDANCE AND PERESTROIKA OF THE SCHOOL SYSTEM IN THE U.S.S.R.

by
E. N. Zhiltsov

Perestroika, developing in the Soviet Union since April, 1985, is a versatile, dynamic process. It covers both radical economic reform, which is being carried out now, and wide democratization processes within the society, including the growth of self-governing of production. Perestroika has its impact upon schools as well. Educational reform had begun to take place before perestroika in 1985, but the results were not satisfactory. This effort at reform, however, brought the question to the attention of local economic and social organizations. In order to enhance the status of teachers, their salaries were raised by one-third, leading to an increase in the number of young applicants to pedagogic schools. Unfortunately, efforts at reform were not consistent enough or on a large enough scale to be successful. Democratization was not well achieved as planned. The educational circles participating in the reform effort were limited. In addition, they tried to achieve the reform while still applying traditional teaching methods and disciplines. As the result, reform was only partially attained and it was contradictory to the radical nature of the emerging perestroika. School reform before perestroika aimed only at extensive, quantitative change, not at qualitative revision of curriculum and fundamental concepts to secure needed personnel and equipment.

In general education school, broad vocational training for simple types of skilled work was conducted for senior students. Cooperation between vocational and technical educational institutions of long-term schooling(3—4 years), based on incomplete secondary education, was rapidly enlarged but it was not appropriate. The concept of the school reform before perestroika was to comply with the demand for human resources from the rapidly developing national economy. The notion is clear in the policy of the early 80's, which intended to promote a long-period vocational and technical education of the required personnel on the basis of incomplete secondary education school (8-year general education school).

The percentage of students who took further education after incomplete secondary school (8years) was as follows:

	8th Grade finished	Complete Secondary School	Secondary Vocational Technical School (3 years)	Secondary Professional School (4 years)
1980	100	71.0	18.4	10.5
1986	100	59.8	25.4	12.9

Under this situation, significant improvement of the educational level in general education could not be accomplished.

During the period of schooling, young people are frequently interested in various kinds of jobs or activities which are not relevant to their course of study. The function of developing the potential of each student was weakened. A simple dogmatic approach was applied to realize the principle of uniformity of revolutionary educational thought and prevented capable educators, with original and creative thinking, from parcipating in schools education. Even in the effort to try to make general schools comprehensive and technical, an approach geared to practical use was employed. In general education schools, vocational training was offered only in a narrow sense to prepare for simple skills. Thus the desired pragmatic quality of education was sacrificed. Such education for labor was ineffective, both from economic and educational viewpoints.

A jurisdictional dispute between three offices (Ministry of Education, The National Committee of Vocational & Technical Education and the Ministry of Higher Education) was an obstacle to achieving an integrated approach to a single and continuous system for educational development. The jurisdictional barrier made it difficult to administer uniform national educational policy and to strengthen the mutual functions between the substructures and posts in the entire educational domain. School perestroika, it is now evident, is not the outcome of a subjective wish of any person ; instead, it is the reasonable answer to the current needs in the new developmental stage of U.S.S.R. society. At the general meeting of U.S.S.R. Communist Party Central Committee, held in February 1988, a fundamental change in educational reform was considered necessary.

The most important target in school perestroika is the concept that the secondary education should be the basis of individualized development of qualified workers and specialists. Young men and women, after having quality secondary education can consciously choose their own careers in accordance with their individual and social perspective, taking into consideration their liking and level of skills. In other words, they are in a position to enter university or secondary professional school, or vocational-technical school or to work at enterprises. Necessity of vocational preparation based on complete secondary education was accepted to meet the demand in a new developmental stage of scientific and technological renovation, characterized by dynamic structural change in production. Also, it became necessary in view of redistribution of personnel after short periods of additional training. This will be possible based on high quality secondary education aimed at giving students sufficient elementary knowledge. It is now a world tendency to develop vocational guidance based on secondary education, in which people in the social and political fields and the people who are working for self control of the production, should take part.

For secondary general education school, it is not appropriate to undergo vocational training for many kinds of work, i. e. to have students trained in simple light work aimed at improving the quality of training, because the students will not be interested in those kinds of work. 80 to 85% of them have selected occupations different from those studied in school. The secondary general education schools are no longer requested to develop a large number of required personnel in the national economy. This allows schools to concentrate on quality improvement of students' knowledge and on realization of the principle of technical integration intensive. In other words, schools can devote their power to giving students elementary information on modern economy, laws, and ecology. The secondary general education school assists students to fulfill their social obligation and helps them enter the social and work system with a positive attitude. In order to develop individuality of higher class students in secondary school, more elective courses will be offered, according to their interest and traits. This should enhance students' eagerness to widen their interests. For this purpose, a rapid increase in the network of special schools and classrooms is expected, leading students to a more satisfactory environment for special studies. Schools are now authorized to introduce activities adopting revolutionary educational methods to orient learning processes and also to study models of various educational organizations.

In order to improve quality of knowledge in the secondary school, a uniform national examination for main subjects has been introduced at the end of each academic year.

The most important goal for vocational guidance is to develop qualified workers in many occupational fields, and at the same time to improve the quality of occupational information given to the complete secondary education students. The vocational schools have been diversified. They are intended to develop middle level specialists through secondary education. The purpose of the total system of vocational and professional education (vocational school, secondary professional school, and university) is to develop an educational system where production and academic studies are integrated. It must, as well, train the required personnel. In order to achieve this, production and education should be more closely related, and such system should be developed between an educational organization and an enterprise as they make a contract that the former is responsible for personnel's education and the latter pays the expenses incurred. This is the premise to strengthen the financial and technical foundation of educational institutions. A wide range of steps are being taken to foster a creative learning atmosphere and to encourage healthy competition. An incentive system has been introduced with a wide range of scholarship for the students of vocational schools, secondary professional schools and university level. Special favors are awarded to the graduates in terms of salary and other aspects, according to their academic performance.

The most important task of modern school is to develop the ability for life-long self learning. In the continued educational system, the organization of the advanced network of educational institutions is essential in order to improve qualification of personnel. With rapid social and technical improvement, qualification of 10 million workers must be continuously enhanced through re-education, improving knowledge and skills in quality as well as quantity. These things will directly affect the speed of economic and technological improvement and also the quality of the products. Qualification improvement and re-education have a social aspect to be checked. It is important to find middle-aged and older workers suitable jobs, according to their speciality and qualification. They must be protected from unemployment.

Each citizen should live a lifestyle, whose major interest is in his own continuing education, according to his own perceived needs. In this relation, various types of informal education will be provided, along with public education. There will be great expansion in continuing education facilities, such as libraries, reading rooms, economic learning systems, people's universities etc. Mass media, particularly T.V. and publishing, will be increasingly utilized.

The most important goals of educational perestroika in the U.S.S.R. are to democratize school life as much as possible and to increase independence and responsibility of educational organizations. A council as a social organization has been founded in general education and vocational technical schools. University faculties have been enlarged, with students and representatives of social organizations working together with the teachers.

The principle of the open election system has been introduced in the election of leaders of public education organizations and their major substructures.

A noticeable tendency of contemporary educational policy is the curtailment and simplification of central political organization. Above all, only one office has been formed to direct educational policy ; that is, The U.S.S.R. State Committee for Public Education, which takes the place of three former offices. At the same time, a democratic administrative organization, like a national education council, will grow as an educational substructure.

In connection with educational perestroika, we see new problems emerging in the field of vocational guidance. First, because of educational differentiation in the upper grades, as well as organization of various types of professional schools, the role of professional guidance within the general and professional education system is increasing. Secondly, due to mass dismissal of workers where scientific and technological progress occurs, with the resulting necessity for their further training and redistribution in the workforce, the problem of setting up a large-scale network of special centers for training in new occupations and for professional guidance has arisen. These should include professional guidance for the middle-aged, those soon to be pensioned and pension-aged workers.

The scientific and technological revolution has sharpened still further the problem of trying to bring together individual work inclinations with production process interests. The social effects of technological development and the needs of workers must be brought into full agreement. The problem of keeping balance between jobs and labor resources is not only a quantitative one. The qualitative correspondence between these two factors is of no less importance. The level of general and professional knowledge, developed skills and individual inclinations of people necessitate quality parameters. Professional guidance has a specific role as an instrument to help solve the problem of qualitative coordination of technology and production, on the one hand, and of human beings as workers, on the other. Its effectiveness depends, to a great extent, upon the organizational forms of professional guidance, as well as application of special pedagogic and social and psychological methods. All of this must take into account the complicated character of interrelations between workers, technology and production processes.

Many countries are now researching improved methods for helping ascertain individual abilities, together with the psychological and physical needs of people,in conjunction with the requirements of existing and newly-emerging professions and fields of occupation. The tendency not to restrict the role of professional guidance to the framework of theoretical discussion, but to introduce its suggested methods in the pedagogic and industrial activity of modern society is greatly intensified.

In connection with the above-mentioned factors, the test developed by Dr. Fukuyama seems to be of special interest. After some correcting from the viewpoint of specificity, educational system, professional division of labor and economic grounds in our country, this test could be used experimentally in the course of professional guidance work among pupils at Soviet general education schools.

The F-Test was conducted at Vilnius, capital of the Repubic of Lithuania, in 1986. The results are shown in the table below. Twenty students in 10th grade answered the questionnaires. The breakdown by sex is 9 male, 11 female. Analysis indicates that students are well-informed about academic subjects, through which they understand details and meaning of jobs, but they are not informed about muscle-intensive jobs.

All students who took the F-Test evaluated objectively their mental and physical tendencies, and intellectual abilities. Index of self-analysis of male students is 96.2 and of female students, 97.3. Difficulty in vocational selection comes from three main factors : social influence, which may control motivation of vocational selection ; individual specifics, including taste, ability, interest, psychological and physical nature, level of general education and occupational development, with the third factor being labor requirements of the national economy with the relevant specialities necessary for professional labor activities.

Job analysis index marked by male students is 76.8 and female 82.1.

Figures indicate higher indices on the subjects through which they can be aware of occupations and other social and economic matters. Occupational tryout index shows how much work experience a student has. Male students marked 80.5 and female marked 82.6.

Index of occupational tryout in school is male 75.4, female 78.6. Occupational selection ability index is male 84.5, female 87.3. Personality tendency and appropriate occupation index is male 85.5, female 89.3.

In order to promote the reliability of the data obtained by the F-Test, in general education schools in the U.S.S.R., it is necessary to check the results for respective items based on the specialty as it exists in the U.S.S.R. and to enlarge the study by the specialists in the field of pedagogy, sociology and psychology.

Study of Occupational Selection Ability of the Students, Using the F-TEST Vilnius 1986

	Self-analysis	Occupational Knowledge	Understanding of the Socioeconomic	Understanding of the Requirements and Opportunities of the Selected Occupations	Job-analysis	Tryout Programmed by the School	Tryout in the Entire Field of the Student's Life	Occupational Tryout	Occupational Selection Ability	Personality Tendency and Appropriate Occupation	Differences
	1	2	3	4	5	6	7	8	9	10	11
Male (N=9)	96.2	100	77.0	53.1	76.8	37.7 (75.4)	42.8	80.5	84.5	85.5	+1.0
Female (N=11)	97.3	100	86.7	59.7	82.1	39.3 (78.6)	43.3	82.6	87.3	89.3	+2.0
Total	96.8	100	81.9	56.4	79.5	38.5 (78.6)*	43.1	81.6	85.9	87.4	+1.5

The figure marked * is a percentage.

A FEASIBILITY STUDY FOR THE USE OF THE FUKUYAMA PROFILE IN THE ELEMENTARY GRADES

by
William E. Dugger, Jr.

Career development theory can be traced back in the United States to the beginning of the 20th century with the works of Frank Parsons. Parsons stated in his classical book, *Choosing a Vocation* (1909, p.5), that "In the wise choice of a vocation, there are three broad factors :

1. a clear understanding of yourself, your aptitude, abilities, interests, ambitions, resources, limitations and their causes ;
2. a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work ; and
3. true reasoning on the relations of these two groups of facts."

Human traits are both unique and generalizable. We all need to take our individual backgrounds, molded by the day-in and day-out experiences of life, and choose careers which are both rewarding and which make contributions to overall society. Each of these careers requires that we utilize our innate interests, abilities, and personality traits into life's work. More often, we tend to have a number of occupations which we must decide on and hopefully succeed in over our employed lifetime.

Career Education and the Elementary School

The emerging field of elementary school guidance provides work and study into the early stages of career development of an individual.

With the beginning of the formal Career Education movement in the U.S. in the late 1960s and early 1970s, the total school curriculum (K-12) was mobilized to provide the student with the knowledge, awareness, exploratory experiences, and skills which were hopefully necessary for job entry, adjustment, and advancement. (Hoyt, 1973, p.16) Paramount to the career education movement was the integration of the heart of career education and the basic educative skills which formed the core of the elementary school curriculum. The term "awareness" was used as a career education byword for the elementary school approach.

With the advent of career education into the mainstream of education, there is a need for career assessment models to be used at the late elementary school level to assure that quality programs are developed and implemented.

Tenets for Career Assessment at Elementary School Level

Donald E. Super's "Life-Career Rainbow" presents a schema of career development from birth to death. (Brown, Brooks, and Assoc., 1984, p.201). Using this model, the elementary school child, typically ages 5—12, is in a growth period which includes developing self-interests and creating a realistic self-concept. The growth phase is often referred to as the awareness stage by career educators. This phase blends the exploration phase at late elementary school into the early middle school and even the high school. As depicted in Super's "Life-Career Rainbow", growth and exploration may extend from short to longer periods of time depending on the individual.

The Fukuyama Profile

The assessment of career maturity must be considered as an initial part of vocational counseling at the elementary school. The Fukuyama Profile is an excellent tool to help students in the self-assessment phase of the career counseling process. Historically, it has been utilized at the secondary school level. The objectives of the profile state that it provides information on student's understanding of self ; how well students match their perosonality traits with occupational interest areas and how well the students have studied the occupational requirements of their interest areas. (Fukuyama and Inaba, 1988) At the elementary school, the Fukuyama Profile may be utilized to satisfy at least the first two objectives just stated. Also the Profile is "process" rather than "product" oriented. It may assist the elementary school student to gain a better understanding about his or her innate abilities and aptitudes.

The Fukuyama Profile may be implemented as an integral part of a career education experience at the elementary school. This would involve experiences where the teacher would present units on career education, then the Profile could be used as a self assessment tool by students. The teacher, along with the elementary counselor (if available), could work with students individually and collectively on their Profile results.

Background on the Development Research on the Feasibility of Using the Fukuyama Profile for the Elementary School

Research was undertaken by Virginia Polytechnic Institute & State University in September and October 1988 on the feasibility of using the Fukuyama Profile at the elementary school level. The Profile was tested with ages 10—13 in Willard Model School in Norfolk, Virginia, which is in an inner-city setting. The supervising teacher was Ms. Mary Ann Bowen and the elementary guidance counselor was Sharon Ritter. Also the Profile was tested in a rural setting at Eastern Elementary School in Giles County, Virginia, with 12—13 year old students. The teacher was Elizabeth Calio. A total of 26 students were involved in the research. These teachers were given a copy of the computerized version of the Fukuyama Profile (IBM PC computer, 1985 version) along with an instruction book for users. Each school utilized their own computer or were provided a loan of a computer for this developmental research. No instruction on how to use the computer was given to the students except a brief orientation by the teacher on how to start the program and to do basic operating instructions specific to the Fukuyama Profile.

Results of the Feasibility Study

Teachers from both schools were provided with the following research questions prior to using the Fukuyama Profile :

1. Is the profile relevant in the elementary school student self-analysis ?

2. Can the profile be utilized successfully in an elementary school instructional setting in career education ?
3. Will students be able to match their personality traits with their occupation interest areas ?
4. Is the language used in the profile appropriate for the elementary school ?
5. Can the computerized version of the profile be effectively used at the elementary school level ?
6. Does the profile take too much time for the attention span of the elementary school student ?

In providing answers to the first question above, both teachers were very positive about the relevancy in using the Fukuyama Profile at the mid-to-late elementary school level (ages 10—14) for vocational guidance purposes. One teacher said she found the profile to be well suited for emotionally mature and/or gifted students who were excellent readers at the fifth grade level (ages 11—12). This same teacher stated that the profile could be used at the sixth grade level (ages 12—13) for students who were good readers and who were above average in ability. She reported that the profile could be used for all students at the 7th grade level (ages 13—14). At this upper elementary school level, the teacher found that students were very interested in self-analysis ; below this level the students were more interested in how the computer itself works and less interested in understanding their own uniqueness. Overall, the students enjoyed very much working with the profile.

Responding to the second question which asked if the profile could be utilized successfully in the elementary school instructional setting in career education, both schools reported that the profile could best be used through a guidance counselor at the elementary level because the student asks questions while operating the program. The classroom teacher, in most cases, would not be able to stop teaching to respond to the student. One school had the students to pair up, a good reader with a weak reader. Another viable alternative used was to assign one student to be the "peer teacher" who was able to assist the other students when they were having difficulty. However, this arrangement would be impractical on a permanent basis because the "peer teacher" would miss instruction.

On the third research question, the teachers were unsure as to whether the elementary students could effectively match their personality traits with their occupational interest. One teacher stated that at this age few are ready to focus in on appropriate career choices. However, they are eager to discover their personality traits and in the long run, information especially from profile "B" in the profile would help direct them toward an appropriate career choice. The students often at this age select a career because of its appeal and not because they are suited for it. Also, teachers would strongly discourage elementary students to decide firmly on a career at this time because they have not had enough time to think about who they are and what their interests are with respect to themselves or society. Both teachers stated that the current language in the profile needs to be made less difficult for the elementary student. Some of the occupational titles were not germane to the American society.

The teachers felt that the computerized version of the profile could be effectively used at the grade levels tested in the elemenatry school. One teacher indicated that all the students like very much the print-out of their particular profiles. In general, the students liked the overall process and preferred working at the computer in pairs rather than working alone.

To be effective with the short attention span of the elementary student, both teachers suggested that the Fukuyama profile be shortened, if possible, for effective use at this age level. Another approach would be to devise a way for a student to work on part of the profile and save this information in order that he/she could return to it later to complete the profile.

Summary

Overall, the results of the research on determining the feasibility of using the Fukuyama Profile at the elementary school level were very positive. With some minor refinement, this important vocational guidance instrument could become a valuable tool to be used by elementary teachers and counselors.

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REPORT ON IMPLEMENTATION OF THE F-TEST
IN NEW YORK CITY

by
Marvin Weingart

A. Results of the 1988 Administration

This 1988 administration was the third such administration in New York City under my direction. The F-Test was given to 3,167 students in Grades 7 and 8 in Community School Districts 25 and 27. These are Districts which are new to the F-Test. Previously, in 1984, I had given it to over 2,500 students in Districts 15, 18, 20, 26 and I.S. 227, a special school. Then, in 1986, the F-Test was given to 3,667 students in Districts 4, 15, 24, 26, 32 and again to I.S. 227. My purpose in involving new districts this year was to expand familiarity with the F-Test.

I am pleased to report that almost 10,000 New York City students in 10 different districts have now experienced the Fukuyama-Profile.

Of the two new districts, District 25 is considered one of the best in the city, consisting for the most part of families that are engaged in the professions or are in business or are employed as skilled technicians. District 27 is what is known in America as a blue collar district, consisting mainly of wage earners employed in retail establishments, in clerical positions in offices or as semi-skilled workers in trades. I shall compare some of the results in these two districts and then present a table of scores for the previous administrations.

The following results in Grade 8 illustrate the value of the F-Test to an administrator who wishes to evaluate a vocational guidance program.

1988 ADMINISTRATION

	Gr. 8 Male		Grade 8 Female	
	Dist 25	Dist 27	Dist 25	Dist 27
Self-Analysis	97.2	98.1	97.0	97.7
Job Analysis	62.8	60.9	63.1	60.4
Understanding of Jobs	33.5	29.0	33.8	28.2
Occupational Tryouts	42.6	49.0	45.0	54.0
Tryouts in School	28.5	39.2	32.5	45.6
Occupational Sel. Ability	67.5	69.3	68.3	70.7
Personality Tendency	69.4	72.5	69.6	71.8

are two districts which differ in demographic composition, but the scores in Self-Analysis are virtually identical ; both districts were at the 97—98 level. But in

Understanding of Jobs, we find District 25 surpassing District 27 by 4 to 5 points. The District 25 students who come from more advantaged homes apparently have profited from their superior economic environment to the extent that they better understand the characteristics and components of the jobs which exist in our society. Nevertheless, it was District 27 which far surpassed District 25 in Occupational Tryouts and in Tryouts in School. In Occupational Tryouts the District 27 students scored 7 to 9 points higher, a clear-cut indication that they had experienced a substantially greater variety of occupational tasks. Perhaps, because they came from working class homes they had to work after school in order to earn spending money. Perhaps, their parents required them to perform more chores around the house. Regardless of the reason, they have participated in more Occupational Tryouts and have a broader experiential background.

Then, when we look at Tryouts in School we see an even greater difference in the scores. The District 27 students scored 11 to 13 points higher in this category. Apparently, the educational leaders in District 27 recognized the need to provide in-school vocational opportunities to offset environmental lacks. To my mind this is a splendid example of how our schools may compensate for gaps in students' experiences. District 27 is fulfilling its vocational guidance responsibility by affording its students a greater variety of tryouts.

Now, I wish to present the combined Grade 7 data for both districts comparing males to females to make a point about equality of opportunity for both sexes. Note how the scores for males and females are virtually the same.

F-Test 1988 Administration Districts 25 and 27 Grade 7

	Male	Female
Self-Analysis	97.4	97.5
Job Analysis	57.3	57.8
Understanding of Jobs	22.9	23.2
Occupational Tryouts	40.6	41.5
Tryouts in School	28.8	29.7
Occupational Selection Ability	64.4	63.5
Personality Tendency	72.9	71.6

I was delighted with the results because one of the aims of the New York City Board of Education has been to provide equal opportunity to all of its students, particularly in sex equity areas. In every category the scores for males and females are within one point of each other. The data shows equality of opportunity exists in these districts. I cannot leave this area without acknowledging our debt to the F-Test for bringing this fact to the fore.

Now, on to previous administrations. I bring these scores to your attention but I shall postpone an analysis until our discussion period.

B. Comparisons : Prior Years

	Grade 7 Male			Grade 8 Male			Grade 9 Male		
	1988	1986	1984	1988	1986	1984	1988	1986	1984
Self-Analysis	97.4	92.4	89.0	97.3	92.1	90.8	n/a	88.3	92.0
Job Analysis	57.3	54.0	65.4	62.5	56.6	63.6	n/a	57.6	63.8
Undstdg of Jobs	22.9	26.6	35.6	32.9	32.3	34.9	n/a	31.3	33.8
Occup. Tryouts	40.6	41.3	56.5	43.5	40.9	41.5	n/a	34.1	40.5
Tryouts in Schl	28.8	25.0	41.5	29.9	25.4	27.5	n/a	21.6	24.0
Occ. Sel. Ability	65.1	62.5	70.3	67.8	63.2	65.1	n/a	60.0	65.4
Persnlty Tndncy	72.9	70.6	67.9	69.8	70.8	68.8	n/a	70.7	69.8
	Grade 7 Female			Grade 8 Female			Grade 9 Female		
	1988	1986	1984	1988	1986	1984	1988	1986	1984
Self-Analysis	97.5	92.0	88.6	97.1	91.2	91.5	n/a	88.3	92.8
Job Analysis	57.8	55.2	67.7	62.6	57.0	65.2	n/a	59.7	64.5
Undstdg of Jobs	[illegible]	29.0	36.8	32.9	34.6	36.8	n/a	36.3	34.8
Occup. Tryouts	41.5	44.9	58.6	46.5	38.7	47.7	n/a	34.4	43.0
Tryouts in Schl	29.7	29.4	45.2	34.7	25.7	32.4	n/a	21.7	27.3
Occ. Sel. Ability	65.6	64.0	71.7	68.7	61.7	68.1	n/a	60.4	66.8
Persnlty Tndncy	71.6	69.3	68.6	69.9	72.8	71.1	n/a	72.8	69.5

C. Role of the F-Test in a Total Career Guidance Plan

The F-Test can play a critical role in any Career Guidance Program. One of its values was noted in my discussion earlier of the male-female results in the 1988 administration of the F-Test in New York City. However, production of data is only one value of the F-Test. To understand some of its other values one must review the Career Education concept. Career Education and Career Guidance are inextricably intertwined. In New York, Career Education emerged as an educational objective approximately two decades ago. It was in 1971 that the Regents of the State of New York issued a position paper setting forth the need for a statewide program in Career Education. In the years that followed Career Education flourished. Today it is taught in every secondary school in New York. The State mandates a minimum of one unit of Career Education be incorporated in every secondary school curriculum. Most school districts go far beyond the minimum, starting Career Education in the elementary schools.

To see how the F-Test can play a critical role we must first note the seven areas specified by the New York State Department of Education as vital to any Career Education program. They are : Planning, Curriculum, Guidance, In-Service Programs, Public Relations, Community Involvement, and Evaluation. The F-Test can serve each and every area.

PLANNING : Profile A which calls for a tallying of experiences is in effect a means of outlining the goals and objectives of the program. Profile A is an inventory of students' strengths and weaknesses. A review and analysis of Profile A results can establish benchmarks, guideposts for planners to follow so students may acquire the wide variety of experiences which will enable them to make sound career choices as they enter the world of work.

CURRICULUM : The prime objectives of New York State Career Education are Understanding Self and Understanding Work. What better way to arrive at an understanding of self than to take Profile B ? The introspection generated by responding to the items on Profile B is most revealing. In evaluating ones own skills, perceptions, emotions and interests, genuine self understanding emerges. Moreover, when the results of Profile A are considered in conjunction with Profile B a Career Education Curriculum emerges.

GUIDANCE : Career Guidance is the heart of Career Education. The guidance qualities of the F-Test are manifest. In the hands of a competent counselor the F-Test enables students to make informed choices as to further schooling, courses within such schooling, employment opportunities, recreational possibilities, so as to attain the overall objective of an education: a sensible, carefully considered, emotionally satisfying, rewarding career.

IN-SERVICE PROGRAMS : Teachers and counselors involved in in-service Career Education programs can materially improve their own skills by taking Profiles A and B. Exposure to the F-Test as a participant enables the teacher or counselor to understand its power and potential, and thereby understand how to best meet the needs of their students. (Incidentally, in New York City every counselor and administrator who supervised the F-Test took the test at our orientation.)

PUBLIC RELATIONS and COMMUNITY INVOLVEMENT : These are two facets of the same objective : Letting those outside the school know how we are educating the students entrusted to us by society. Parents should be informed of F-Test results, in a guidance setting. The public at large should be informed at meetings and through the media that the F-Test is being utilized in the Career Guidance program. The world of work will be well served if those who are employing our students are informed of how we use the F-Test to help our students select appropriate careers.

EVALUATION : In any longitudinal study, in addition to evaluating the students who take the F-Test, teachers, counselors and administrators can evaluate their own progress in designing and implementing the programs they have established. The F-Test can evaluate both the test taker and the test giver.

In summary, the F-Test utilized in a Career Guidance program benefits all participants. It serves every aspect of Career Guidance. Indeed, a sage superintendent of school in designing a Career Guidance program for his district may use the F-Test for his theme, his thread and his fabric. The F-Test fulfills every function.

SECOND USE OF THE FUKUYAMA PROFILE IN FRG

SUMMARY AND RECOMMENDATIONS

by
Karl G. Zenke

Summary

1. Thanks to the generous support from Prof. Dr. Fukuyama and the colleagues of Ashiya University, a second study with the same sample of students was able to be carried out in Spring 1987, 15 months after the first use of the Fukuyama Profile in Federal Republic of Germany.

It was intended to examine whether or not the fact that the students had taken part in a special Career Education Program between the times of the 1st and 2nd examination was visible in the results of the Fukuyama Profile. In the case of a positive correlation, the Fukuyama Profile could prove to be a helpful instrument in the control of the choice of curricula for individual and groups of students in the sphere of a Career Education Program.

2. In Spring 1987, 561 of the original 721 students from the Winter 85/86—study, took part in the second study. (Table 1)

3. While the aims and subjects of the Career Education Program in General Secondary Schools and Intermediate Schools mostly correspond with the factors which take into account a rational and systematical choice of career in the Fukuyama Profile, it can be taken that the scores of the students after attending Career Education Program remain stable or in fact improve.

4. The Career Education Program in General Secondary Schools and Intermediate Schools puts special value on the practical work experience of the students through courses in school and at the places of work outside. As a result, the hypothesis is put forward that the scores for "Job-Analysis" and "Occupational Tryout" would be distinctly increased in the second study. (Table 4)

5. Table 3 shows that the scores of all students have stabilized, for some however slightly, and in two particular areas considerably increased. It would appear that the Career Education Program shows positive effects.

It was not possible to form a control group, since all students took part in this program. Nevertheless it is plausible to draw the conclusion that the increase in the scores is primarily due to the success of the Career Education Program.

6. The increases in the "Occupational Tryout"-area are especially significant. The developed hypothesis can thereby be considered confirmed : practical experience within school courses and at work emphatically improves the ability of the students to develop a reflected perception and valuation of requirements and possibilities in different places of work.

7. The results show several interesting differences between the individual types of schools (Table 4 and 5). The students from the General Secondary School show the highest increase in the scores for the "Occupational Tryout". The most probable reason for this is the especially intensive attendance by these students of practical courses and a visit to a place of work lasting 2 weeks to gain practical experience.

8. Girls achieve much better results in the area "Occupational Tryout" than boys (Table 7). The previous experience which girls have within the family could be of special importance here, for it is still the case in West Germany, that girls are expected to give more help in the household than boys.

9. There were no substantial differences in the positions of the occupational tryouts in which the students were able to collect experience (Table 8−1, 8−2, 9−1, 9−2, 10).

10. In the fields of occupational tryouts the students from Grammar School had distinctly improved in 1987, in comparison to 1986 (12−1, 13−1).

Recommendations

The teachers of the classes involved in the study were very interested in the results of the second examination. In their opinion, the effects of Career Education Program can clearly be seen through the data of the Fukuyama Profile.

Because of this, the teachers would be pleased to be able to put the Fukuyama Profile regularly into practice from the 7th grade upwards. However, it would then be important to have the results presented as soon as possible after putting the Fukuyama Profile into practice. Only then would it be possible to take the results into consideration for the continuing Career Education Program.

It would therefore be welcomed when a computerized Fukuyama Profile could be offered in FRG too.

Table 1

a) Number of Schools and Classes 1985 / 86 and 1987

	Schools		Classes	
	86	87	86	87
Hauptschule	6	6	11	9
Realschule	4	4	19	13
Gymnasium	1	1	5	5

b) Number of Students by Sex and by Grade / Age in 86 and 87

Schools	Total		Male		Female		Grade		Age	
	86	87	86	87	86	87	86	87	86	87
Hauptschule	206	198	100	104	106	94	8	9	14	15
Realschule	389	308	214	138	175	170	9	10	15	16
Gymnasium	126	55	62	26	64	29	10	11	16	17
	n = 721									
	n = 561									

Table 2

Number of Questionaires 86 and 87

School	Distributed		Completed		Uncompleted	
	86	87	86	87	86	87
Hauptschule	206	305	206	198	–	107
Realschule	389	315	384	308	5	7
Gymnasium	126	100	114	55	12	45
total	721	720	704	561	17	159

Table 3

Comparison of Mean Index Scores

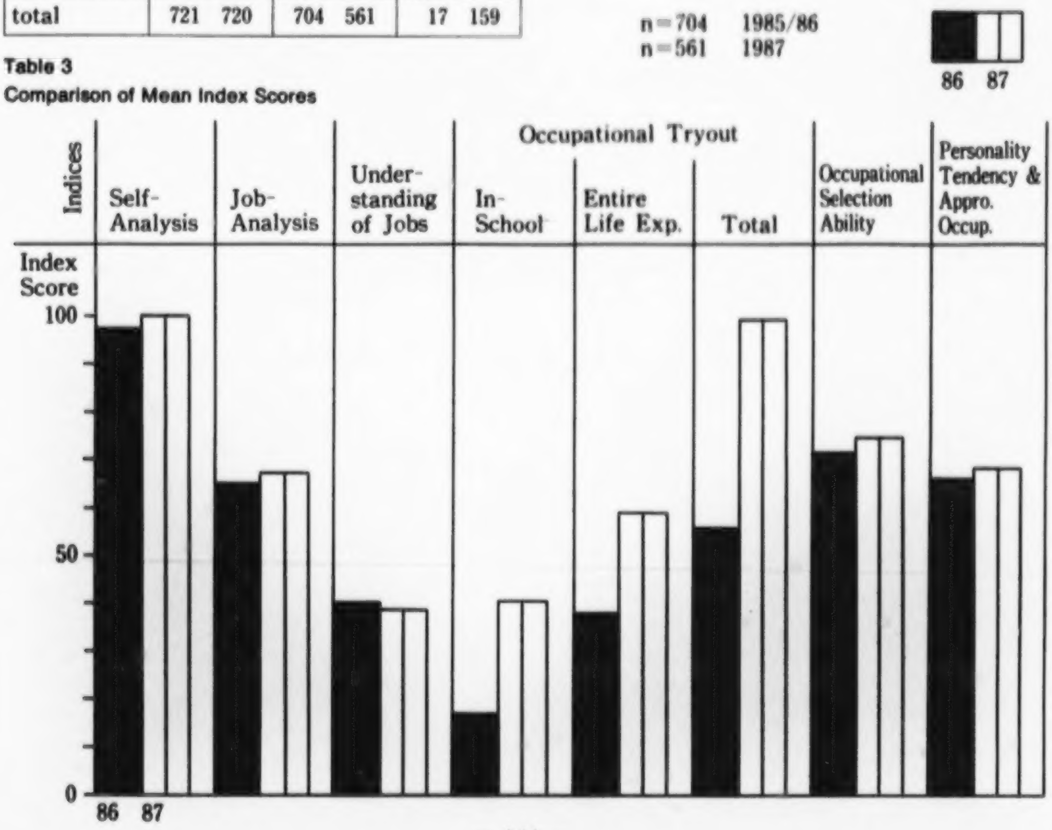


Table 4

Comparison of Index Means by School and Sex 1985 / 86 and 1987

	Self-Analysis		Job-Analysis		Understanding of Jobs		Occupational Tryout						Occupational Selection Ability		Personality Tendency & Appro. Occ.	
							In-School		Entire Life Exp.		Total					
	86	87	86	87	86	87	86	87	86	87	86	87	86	87	86	87
Hauptschule																
Grade 8/9 m.	98.33	98.15	66.09	64.86	38.29	34.54	19.22	39.44	36.92	56.75	56.17	96.19	73.52	73.24	65.65	65.42
f.	97.89	98.7	65.61	64.95	36.81	34.66	23.26	48.01	39.07	63.23	62.35	111.24	75.27	75.6	66.39	65.3
total	98.11	98.42	65.85	64.9	37.56	34.6	21.24	43.56	37.99	59.83	59.26	103.38	74.39	74.36	66.02	65.36
Realschule																
Grade 9/10 m.	99.01	99.01	68.04	66.38	44.15	39.16	18.57	31.91	36.97	53.06	55.56	84.97	74.19	72.85	68.47	68.53
f.	98.57	98.94	68.76	66.39	46.3	39.07	23.6	46.52	40.97	63.1	64.56	109.62	77.29	76.15	68.75	67.3
total	98.79	98.97	68.4	66.38	45.22	39.11	21.08	39.97	38.97	58.6	60.06	98.57	75.74	74.67	68.61	68.14
Gymnasium																
Grade 10/11 m.	98.6	99.2	66.4	64.5	39.3	33.5	11.6	26.0	35.5	53.5	47.1	79.5	70.7	72.4	67.9	71.5
f.	98.6	99.8	65.8	66.5	37.3	39.5	13.7	24.2	41.0	52.3	54.8	76.5	73.1	72.9	66.3	68.2
total	98.6	99.5	66.1	65.6	38.3	36.6	12.7	25.1	38.3	52.9	51.0	77.9	71.9	72.7	67.1	69.8

Table 5

Comparison of Index Means by School 1985 / 86 and 1987

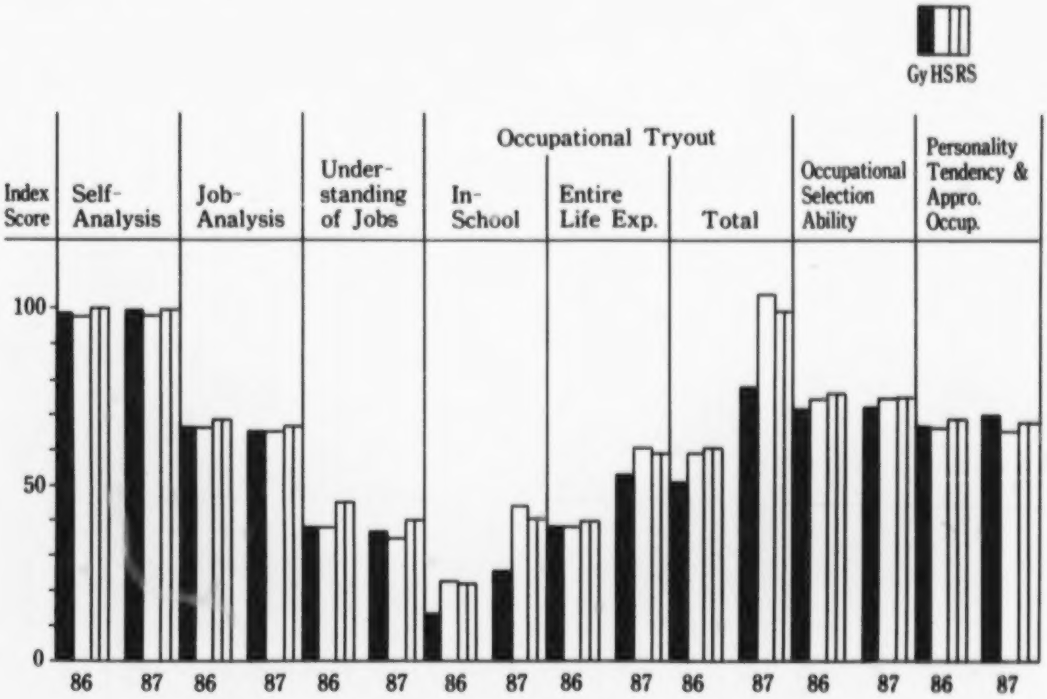


Table 6

Index Means and Standard Deviation by Sex in Comparison 1985 / 86 and 87

	Male				Female				Total			
	Mean		SD		Mean		SD		Mean		SD	
Indices	86	87	86	87	86	87	86	87	86	87	86	87
Self-Analysis	98.56	98.70	2.40	2.40	98.33	98.95	2.85	1.75	98.45	98.38	2.63	2.31
Job-Analysis	66.40	65.61	5.84	5.74	66.33	65.94	4.98	4.55	66.37	65.78	5.41	5.15
Occupational Tryout -In-School	20.30	34.27		14.08	20.70	44.82		13.46	20.50	39.78		13.77
-Entire Life	33.43	54.54	16.49	12.63	38.63	62.04	16.31	10.25	36.03	58.45	16.40	11.44
Total	53.73	88.81	14.38	13.36	59.33	106.86	11.85	11.86	56.53	98.23	13.12	12.61
Occ. Selection Ability	72.90	72.96	5.59	5.06	74.67	75.65	4.48	3.76	73.79	74.37	5.22	4.41
Pers. Tendency & Appro. Occ.	67.17	67.61	10.36	9.73	66.80	67.05	10.00	9.55	66.99	67.32	10.18	9.46
Understanding of Jobs	39.27	36.28	17.52	17.22	39.10	37.70	14.95	13.66	39.19	37.28	16.24	15.44

Table 7

Index Means by Sex in Comparison 1985 / 86 and 1987

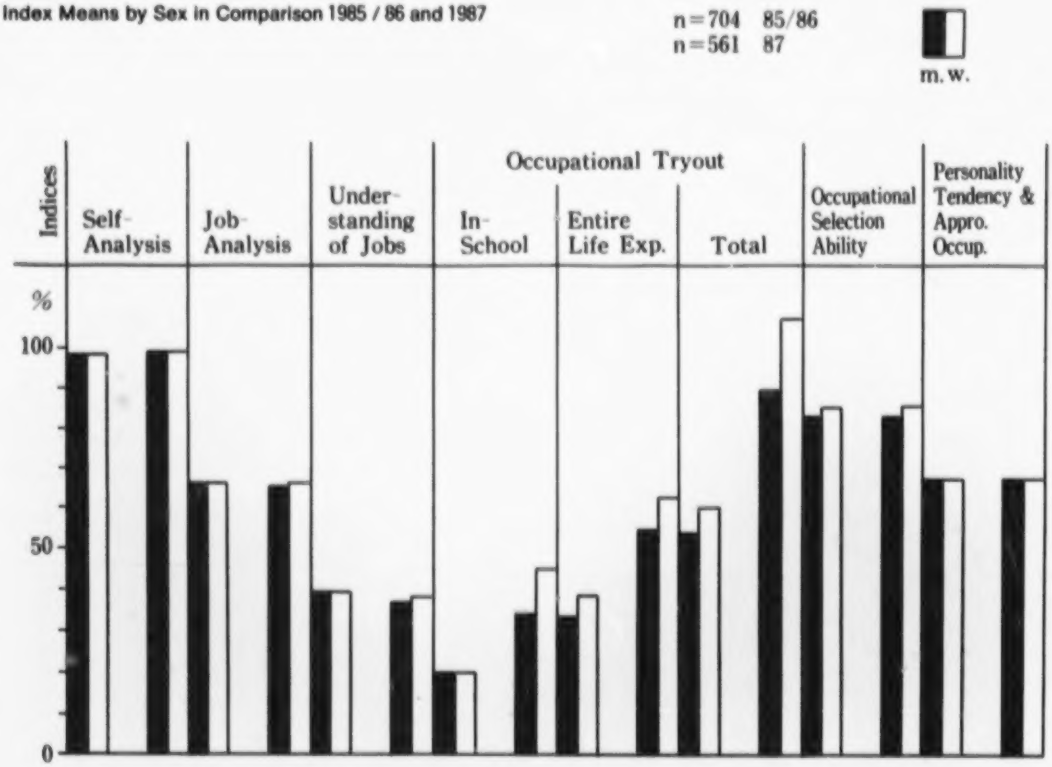


Table 8—1

Classification of Kinds of Activities according to the Number of Students with maximal Scores (3.0 pts.) in Comparison 1985 / 86 and 1987

	In-School						
	Male n =334 86			Male n =268 87			
	F	Made Things (I)	279	F	Made Things (I)	214	
↓	O	Engaged In Sports	196	E	Drew (Drafted)	176	↑
	E	Drew (Drafted)	189	H	Operated Machinery	153	↑
	H	Operated Machinery	173	O	Engaged In Sports	153	
	I	Did Clerical Work	166	I	Did Clerical Work	141	
↓	G	Made Things (II)	147	N	Presented (Made Public)	89	↑
	N	Presented (Made Public)	115	G	Made Things (II)	85	
	L	Prepared Food	91	L	Prepared Food	69	
	J	Conducted Business	87	J	Conducted Business	59	
	D	Processed Food	60	D	Processed Food	57	
	K	Received Visitors	41	K	Received Visitors	32	
	P	Did Research	40	P	Did Research	30	
	A	Grew Vegetables and Flowers	23	A	Grew Vegetables and Flowers	15	
	B	Raised Living Things	5	M	Took Care Of	3	↑
	C	Caught Fish	2	B	Raised Living Things	7	
	M	Took Care Of	2	C	Caught Fish	2	

Table 8—2

	In-School						
	Female n = 370 86			Female n = 293 87			
↓	G	Made Things (II)	233	I	Did Clerical Work	225	↑
↓	F	Made Things (I)	226	G	Made Things (II)	208	
	I	Did Clerical Work	225	D	Processed Food	197	↑
↓	L	Prepared Food	217	F	Made Things (I)	173	
	O	Engaged In Sports	214	O	Engaged In Sports	160	
	E	Drew (Drafted)	182	L	Prepared Food	159	
	D	Processed Food	161	H	Operated Machinery	142	↑
	N	Presented (Made Public)	161	E	Drew (Drafted)	140	
	H	Operated Machinery	148	N	Presented (Made Public)	140	
	J	Conducted Business	122	J	Conducted Business	93	
	K	Received Visitors	74	K	Received Visitors	74	
	A	Grew Vegetables and Flowers	50	A	Grew Vegetables and Flowers	29	
	P	Did Research	26	M	Took Care Of	21	↑
	B	Raised Living Things	20	P	Did Research	20	
	M	Took Care Of	9	B	Raised Living Things	12	
	C	Caught Fish	3	C	Caught Fish	1	

Table 9—1
Classification of Kinds of Activities according to the Number of Students with maximal Scores (3.0 pts.) in Comparison 1985 / 86 and 1987

Other					
Male n = 334 86			Male n = 268 87		
K	Received Visitors	291	K	Received Visitors	240
H	Operated Machinery	287	J	Conducted Business	223 ↑
O	Engaged In Sports	270	H	Operated Machinery	218
D	Processed Food	253	O	Engaged In Sports	215
L	Prepared Food	244	D	Processed Food	212
J	Conducted Business	231	L	Prepared Food	209
I	Did Clerical Work	221	B	Raised Living Things	193
A	Grew Vegetables and Flowers	220	I	Did Clerical Work	183
B	Raised Living Things	219	A	Grew Vegetables and Flowers	182
F	Made Things (I)	198	F	Made Things (I)	153
G	Made Things (II)	198	G	Made Things (II)	134
N	Presented (Made Public)	144	E	Drew (Drafted)	121
E	Drew (Drafted)	143	N	Presented (Made Public)	113
M	Took Care Of	110	M	Took Care Of	109
C	Caught Fish	70	C	Caught Fish	72
P	Did Research	68	P	Did Research	52

Table 9—2

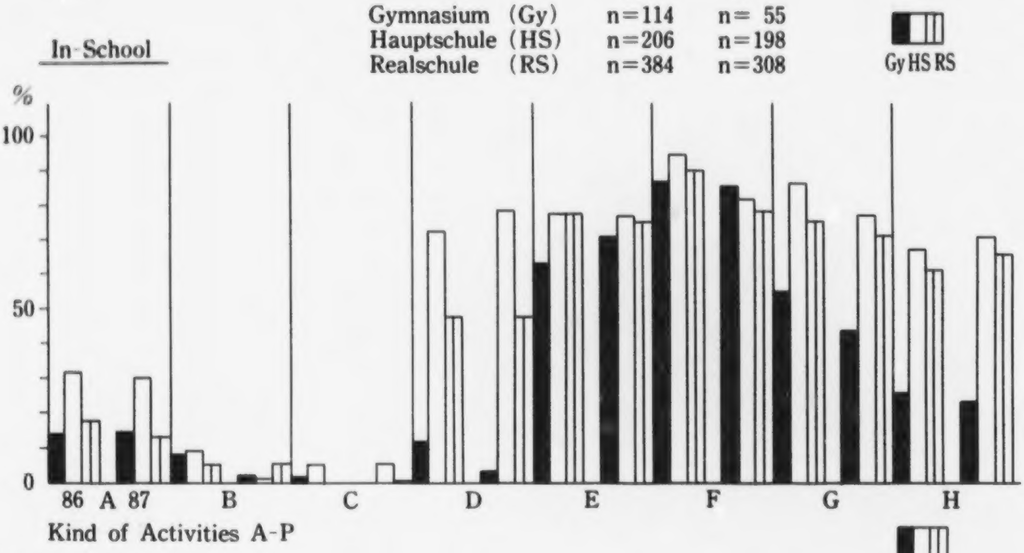
Other					
Female n =370 86			Female n =293 87		
G	Made Things (II)	360	G	Made Things (II)	285
D	Processed Food	359	K	Received Visitors	285
L	Prepared Food	348	L	Prepared Food	284
K	Received Visitors	346	D	Processed Food	278
J	Conducted Business	320	A	Grew Vegetables and Flowers	259
B	Raised Living Things	315	J	Conducted Business	253
A	Grew Vegetables and Flowers	313	I	Did Clerical Work	244
O	Engaged In Sports	299	B	Raised Living Things	237
I	Did Clerical Work	295	H	Operated Machinery	219
H	Operated Machinery	272	M	Took Care Of	215
M	Took Care Of	245	O	Engaged In Sports	204
N	Presented (Made Public)	230	N	Presented (Made Public)	165
F	Made Things (I)	177	F	Made Things (I)	119
E	Drew (Drafted)	137	E	Drew (Drafted)	96
C	Caught Fish	40	C	Caught Fish	26
P	Did Research	34	P	Did Research	21

Table 10 Comparison, 85 / 86 and 87, Zenke

School				Other			
86 M	87 M	86 F	87 F	86 M	87 M	86 F	87 F
F	F	G	I	K	K	G	G
O	E	F	G	H	J	D	K
E	H	I	D	O	H	L	L
H	O	L	F	D	O	K	D
I	I	O	O	L	D	J	A

Table 12—1

%—of Student with Experiences in the Kinds of Activities A—P by School in Comparison 1985 / 86 and 1987



	86	87
Gymnasium (Gy)	n=114	n= 55
Hauptschule (HS)	n=206	n=198
Realschule (RS)	n=384	n=308

Table 12—2

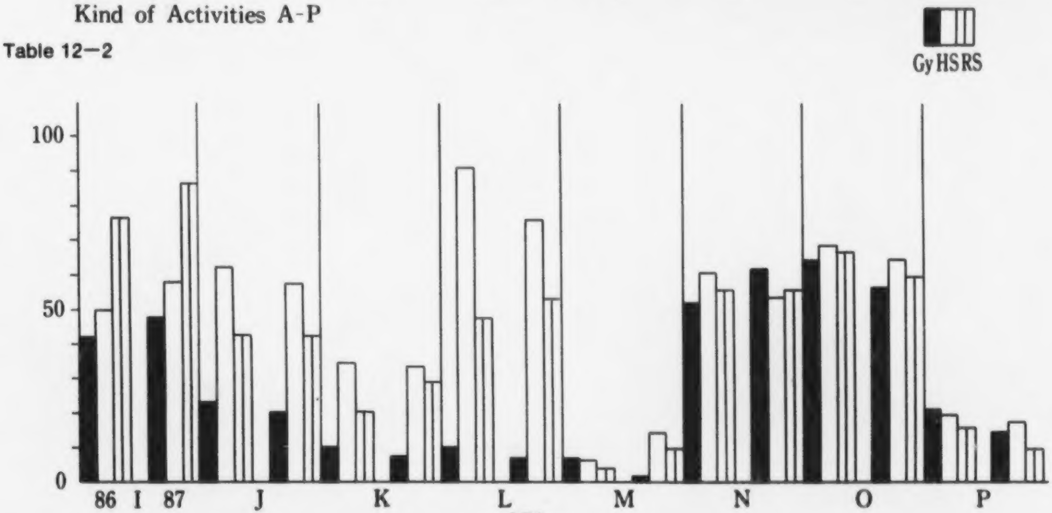


Table 13—1

%—of Students with Experience in the Kinds of Activities by School in Comparison 1985 / 86 and 1987

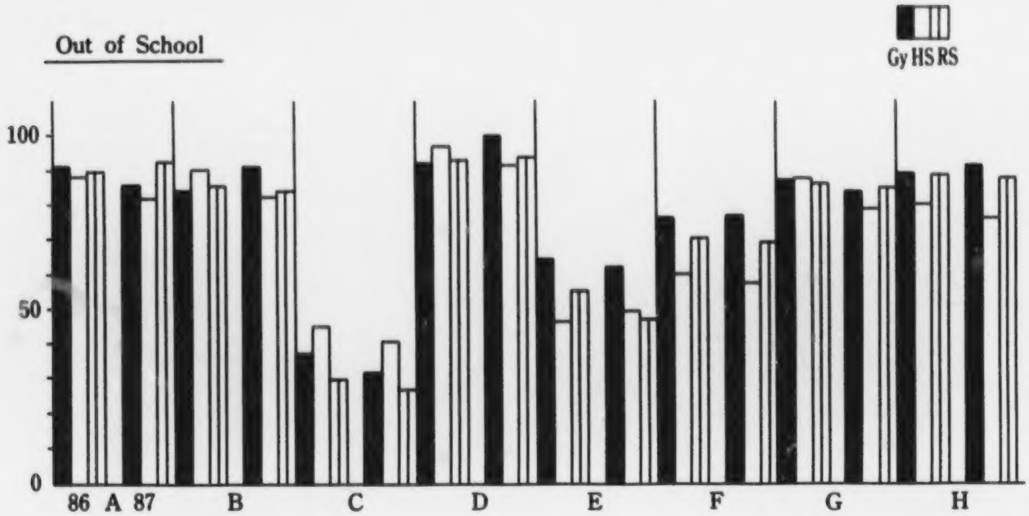
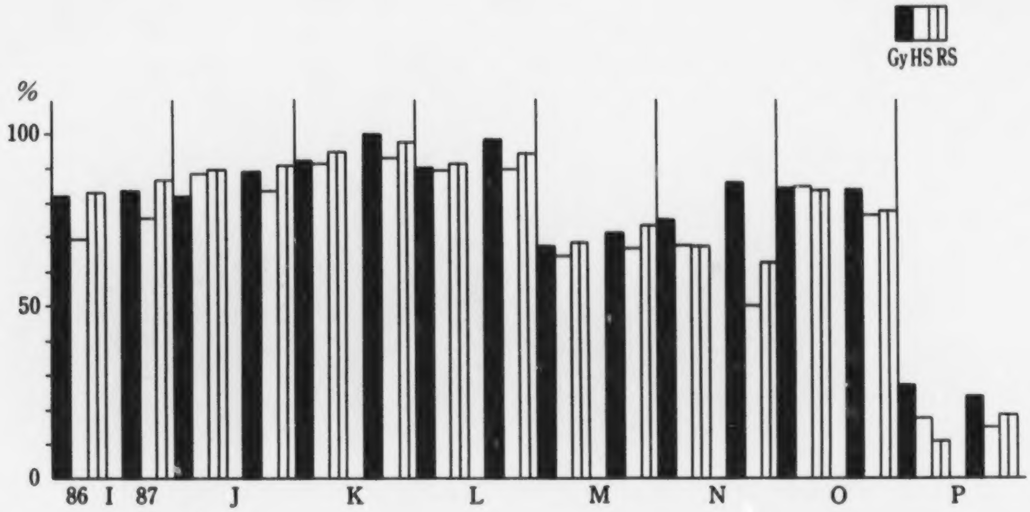


Table 13—2



SURVEY – THE DEVELOPMENT OF THE OCCUPATIONAL SELECTION ABILITIES OF SECONDARY SCHOOL STUDENTS IN TAIWAN AS EVALUATED BY THE F-TEST

by
Peter P. C. Pang

1. Educational system and vocational guidance in Taiwan, Republic of China.

Taiwan is an isolated island located in the east sea of Asia and the west Pacific Ocean. Land area is about 3,600km^2 and the population approximately 19,800,000. The government and people have harmoniously worked together for educational and economic construction for more than forty years. These years have resulted in economic success due in part, but directly to their educational development.

The educational policy of the government has attached particular importance to secondary education, defined as preparatory education for higher school and job entry. Currently, efforts are being made for the development and betterment of the quality of human resources to promote technical innovation. In 1986, a plan extending national education by three years was tentatively put into effect. This means national education constitutes nine years of compulsory education and three more years of occupationally oriented education. The plan begun last year, and is in its second stage and its fulfilment is considered of pressing urgency for secondary education.

The educational system of Taiwan is 6-3-3-4, the same as for Japan, namely, primary school 6 years, junior secondary school 3 years, both senior secondary school and vocational school 3 years, and university 4 years (medical course 7 years).

6 years in primary school is compulsory. Three years secondary education in national middle school must be applied for and 98% of the primary school graduates enter at present. For that reason, nine year schooling, primary and middle school combined, is called nine year compulsory education.

In response to the demand for human resources to meet current economic developments, the government has provided ordinary senior middle schools, besides senior vocational schools, with vocational curricula. The purpose of this is to strengthen and disseminate vocational education among middle school students, positively promoting an educational policy integrating theory and practice in cooperation with industrial enterprises.

Further, for acquiring professional skills, professional schools are provided at the same level as junior college; 5-year professional schools are also available for graduates of national middle schools.

These graduates acquire practical professional skills and knowledge and are well received by society. They are now leading personnel in the economic construction of Taiwan. In 1973, industrial technical schools were established to supply professional skills, playing an important role in developing resources for the economic construction of Taiwan.

In compliance with the demand for the human resources, educational leaders and pedagogists early noticed the necessity of beginning vocational guidance for secondary school students, based on guidance in their daily lives. The Educational Department states that 'vocational guidance' for secondary school students is helping in the process of individual vocational selection, preparing for it, and developing it in the work place.

In 1983 the Education Department revised the standard educational curriculum for secondary schools to supplement living, educational and vocational guidance as well, according to individual occupational proficiency, technical skills and interests of the students. Unqualified students for higher schools were also to be offered sufficient occupational information and knowledge and helped in their occupational choice.

In the past, there were such restrictions in the optional study of industrial arts and home economy that male students were influenced to select industrial arts and female students home economy. It is noteworthy that these restrictions have been removed from the new curriculum and, irrespective of sex, any student can select either of the two subjects according to his or her occupational proficiency and skill. This is one adequate step in line with the economic policy, called "TEAM WORK", which the industrial economy has been promoting.

Vocational guidance in Taiwanese secondary schools originated from "living guidance" for students. It has established an important position in meeting the demands of this developing economy. The Educational Department now stipulates strengthening career education in secondary schools, with the promotion of vocational guidance in mind.

2. Survey of the career development of secondary school students in Taiwan

(1) Introduction

Career education and vocational guidance in Taiwan are being steadily developed, spurred by educational policies. However, the writer realised several problems to be discussed when surveying and studying the development of the occupational selection abilities of secondary school students, using the F-Test (The F-Test For Appraising The Ability To Choose Methodically Among Occupations developed by Dr. Shigekazu Fukuyama).

First of all, individual data on each student collected through living guidance are not sufficient, and students are not well equipped with the occupational knowledge and information necessary for occupational analysis. In addition, a rise in competence among the people competing for the higher education opportunities influencing schools and students, and frequent occupational tryouts in and outside school are not enough. Consequently data to judge individual occupational aptitude and interests is not adequately provided.

Bearing this situation in mind, and in order to promote vocational guidance for secondary students in Taiwan, we should use the F-Test to acquire an index assessment of individuals and confirm their occupational selection abilities.

Occupational choice is based on an individual's self analysis and occupational analysis, and various experiences are needed to actualize the choice. Therefore, a vocational tryout in the course of career education should be encouraged.

(2) Changes in the indices of secondary school students going into a higher class.

As a result of research for several years applying the F-Test to occupational proficiency, skill and occupational selection abilities of secondary school students, the author found a favorable change in the respective indices of job analysis, an understanding of the requirements and opportunities of selected occupations, occupational tryouts and occupational selection abilities.

Table 1 shows indices obtained by tests conducted for two continuous years on the same male and female students.

Table 1 Comparison of each index of self-analysis, job analysis, occupational selection ability and personality tendency and appropriate occupation.

Sex	Male		Female	
Grade	1st	2nd	1st	2nd
Self analysis	97.4	97.6	97.4	97.8
Job analysis	53.3	54.1	58.0	60.5
Understanding of requirements and opportunities of selected occupations	39.9	41.6	49.7	57.3
Occupational tryouts	47.2	72.8	46.8	71.3
Occupational selection ability	65.9	74.8	67.4	76.5
Personality tendency and appropriate occupation	60.2	58.3	61.1	61.1
Difference	5.7	16.4	6.2	15.4

An increase in each index is seen as students proceed to a higher class. In particular, an increase in the occupational tryout index is noticeable on account of accumulated life experiences over one school year. Also, a remarkable increase in occupational selection ability is probably due to the increased social information and matured thinking of the students.

Female students exceed male students in every index. This is considered due to physical differences between males and females, with female students developing better and maturing earlier than male students in terms of both thinking and understanding.

a. Occupational Analysis Index—the average index of 1st year male students is 39.9; 2nd year male students score 41.6. Similar female students scored 58.0 and 60.5 in 1st and 2nd year respectively.

b. Index of understanding of requirements and opportunities of selected occupations—Average index of 1st year males-39.9, 2nd year-41.6; 1st year females 49.7, 2nd year-57.3

c. Index of occupational selection ability—Average index of 1st year males-

65.9, 2nd year-74.8; 1st year females-67.4, 2nd year-76.5.

The above analysis reveals that female students score higher than males in any index.

(3) Changes in occupational selection of secondary school students

Table 2 Ratio of alteration and retention in patterns of vocational choice.

Pattern	Retention		Alteration		Total	
Sex	Number of students	%	Number of students	%	Number of students	%
Male	7	16	37	84	44	100
Female	26	57	20	43	46	100
Total	33	36.7	57	63.3	90	100

As shown in Table 2, in 2nd year males and females combined, the number of the students who changed their occupational choices exceeded the number of the students who retained them. Of 44 male students, only 7, or 16%, retained their choice, while the majority, namely 37 students, or 84%, changed it. On the other hand, of the female students, 26 students, or 57%, kept the same choice and 20, or 43%, altered it.

This ratio suggests female students are more stable than males in terms of occupational selection.

(4) Changes in occupational selection of secondary school students and their index of understanding the requirements and opportunities of selected occupations.

This index shows how well students understand the aptitudes and skills required for the occupations they have selected.

Here the writer would like to examine whether any difference in this index is seen between those students who made alterations and those who didn't.

Table 3 Comaparison of the indices of understanding of requirements and opportunities of the selected occupations between the 2nd grade students who altered job selection and those who retained the selection.

Sex	Pattern	Number	Index	Standard Deviation
Male	Retained	7	45.7	11.62
	Altered	37	40.7	10.75
Female	Retained	26	58.1	8.40
	Altered	20	56.3	13.58

Table 3 shows that indices for 2nd grade male students who retained their choice is 45.7, a standard deviation of 11.62, while the indices for those who changed is

40.7, a deviation of 10.75. The students who retained their choice scored 5 points higher on the index than those who changed. However, there is no statistically significant difference.

With reference to the 2nd grade female students, those who retained their choice scored 58.1 deviation 8.40 and those who altered it scored 56.3 and 13.58. Some students retained a 1.8 higher index than others, but this is not statistically significant.

(5) Changes in occupational cluster by students' alteration of vocational choice occurring as the school year advances.

Secondary school students alter their occupational choice on going into a higher class. Such alterations take place as they grow and are influenced by the education they receive and the social environment.

Table 4 Changes in the occupational cluster by male secondary school students' alteration of vocational choice occurring as the school year advances.

Occupation Grade	Specialized, technical work	Managerial work	Clerical work	Commerce	Agriculture, forestry and fisheries	Transportation, communications	Skilled labor, manufacturing	Unskilled labor	Security services	Service industries	Total number
1st grade	persons 14 31.9 %	2 4.5 %	7 15.9 %	0 –	0 –	4 9.1 %	10 22.7 %	0 –	5 11.3 %	2 4.5 %	persons 44 99.9 %
2nd grade	11 25.0 %	5 11.4 %	0 –	5 11.4 %	0 –	3 6.8 %	10 22.7 %	0 –	10 22.7 %	0 –	44 100 %
Difference of percentage	– 6.9	+ 6.9	– 15.9	+ 11.4	0	– 2.3	0	–	+ 11.4	– 4.5	

As the school year advances from 1st to 2nd year, the greatest increase is seen in the security services and commerce cluster, both by 11.4%, and managerial work by 6.9%. The other clusters show decreases. The largest decrease is in clerical work, by−15.9%, and, next to it, specialized, technical work by−6.9%, and service industries by−4.5%.

Table 5 Changes in occupational clusters by the female secondary school students' altering their vocational choice occurring as the school year advances.

Occupation / Grade	Specialized, technical work	Managerial work	Clerical work	Commerce	Agriculture, forestry and fisheries	Transportation communications	Skilled labor, manufacturing	Unskilled labor	Security services	Service industries	Total number
1st grade	persons 30 65.3 %	3 6.5 %	2 4.3 %	2 4.3 %	0 – %	2 4.3 %	0 0	0 0	2 4.3 %	5 10.9 %	persons 46 100 %
2nd grade	31 67.4 %	1 2.2 %	4 8.7 %	2 4.3 %	0 –	1 2.2 %	0 –	0 –	1 2.2 %	6 13 %	46 100 %
Difference of percentage	+ 2.1	– 4.3	+ 4.4	0		– 2.1			– 2.1	+ 2.1	

Fewer occupational changes are seen with female students advancing to a higher class. There is an increase in clerical work by 4.4% and in specialized technical work by 2.1%. A decrease is seen in managerial work, by−4.3%, and next to it, in security services and transportation, communication works by−2.1%.

(6) Conclusion

The writer has been conducting research on the occupational selection abilities of secondary school students, applying the F-Test. The survey this time, made on the same students, has proved there is an increase, on going into a higher class, in the respective indices of self-analysis, the understanding of the requirements and opportunities of selected occupations, occupational selection abilities, personality tendencies and appropriate occupations. It also reveals that female students obtain higher scores than male students in every index. Physical and psychological differences between males and females of the same age are considered the reason for this. Regardless of the patterns with regards to retaining or changing their occupational choice, both male and female students scored higher indices for occupational selection ability, and understanding of the requirements and opportunities of selected occupations. This is due to increasing experiences of life and occupational knowledges of the students over the two years.

Secondary school students are adolescent and in a time of growing curiosity for things and of occupational exploration. It might be only natural for more students to change their occupational choice than to retain it.

Dr. Fukuyama's theory on vocational guidance will be more useful in the future in Taiwan in promoting vocational guidance and career education at secondary schools, and the vocational selection abilities of students is expected to develop immensely on going into higher class, as they explore occupational experiences over a wider range.

VOCATIONAL GUIDANCE AND WORK EXPERIENCE ACTIVITIES —THE CURRENT SITUATION CONCERNING THE SELECTION OF OCCUPATIONS ACCORDING TO ABILITY AND OCCUPATIONAL EXPERIENCE BY JUNIOR HIGH SCHOOL STUDENTS IN JAPAN—

by
Yasukazu Nishida

(1)

Dr. S. Fukuyama, originator of Fukuyama Vocational Guidance Theory and the F-Test defines vocational guidance as an academic field of endeavor having educational and economic roots and involving unique and distinctive phenomena emerging from a synthesis of these educational and economic factors. It is a field of study with a logical 2-part structure, comprising the development of one's ability to choose an occupation through process of self-analysis, occupational analysis, and preliminary work experience, and the follow-up study of the results of occupational selection through the process of occupational placement or school placement, and guidance.

Dr. Fukuyama also believes that preliminary work experience is the most important part of vocational guidance, being an educational stage enabling one to develop the decision of how to match oneself with an occupation one is familiar with.

We therefore face the important problem of how to organize and implement a curriculum to provide students with preliminary occupational experience. This cannot be undertaken by a single career guidance teacher. All a school's teachers should unite for the purpose, bringing in the whole of the school's educational curriculum. Joint work by the various institutions sponsored by the school is also necessary.

Career guidance in Japan has disregarded the importance to a curriculum of preliminary work experience and instead concentrates on preparing students for entry to a higher school giving undue emphasis on deviation values. As a result various pathological phenomena are manifesting themselves with many high school students dropping out. This bring great unhappiness to the individual and is a great loss to society.

The 2nd Report by the National Council on Educational Reform stressed the importance of developing the ability to select one's own career during the secondary education stage and proposed to strengthen observation and guidance system firmer in order to gain greater perception of individual students' ability and aptitude, and to increase students' occupational selection ability.

Observation and guidance based on the above are important, but not the only parts of career guidance activity. If such activity is limited to the services offered just before entering higher school or getting employment, it cannot assist career development.

Further, however well an individual student's ability and aptitude may be understood after a long period of observation, the student will not be able to develop interest in an occupation without participation in practical and experimental activities. Students should be urged to foster their own views of work and occupation through the process of work experience, using it as an exploratory venture and tryout for an occupation. Such a development will enable students to consciously make selective decisions concerning their occupation. The method of the vocational guidance is pedagogical and the result of it is concerned in economy. It is a process of long deliberate and systematic educational effort. Conscious selection of their occupation will give students a feeling of satisfaction and lead to increased productivity in the workplace.

If we hope to promote the development of student occupation selection abilities, we must integrate vocational guidance, work education and technical education through means of productive work, is learning through work experience and systematically putting them into practice, bearing in mind the necessities of acquiring vast scientific knowledge.

(2)

In 1981, a renewed educational curriculum was completed and implemented. This curriculum attaches importance to work experience and aims to achieve a school career free of pressure. From October 1987 to February 1988, six years after introduction of the new curriculum, Dr. Fukuyama conducted his F-Test for the third time in the regions including Tokyo, Osaka, Hyogo, Aichi, Wakayama, Toyama, Hokkaido, Fukuoka, Kagoshima, and Tokushima. The number of test schools was 29; the number of 9th grade (3rd year of junior high school) male students 1,262 and female students 1,197.

As a comparison and an exploratory experience, the same test was conducted at schools, former promoting work experience activities involving 29 male and 32 female students.

The indices for 1983 and 1987 shows that the self-anlysis and the job analysis index are not at variance.

The occupational tryout index for the male students is 40.9 for 1983 and 41.8 for 1987. The difference 0.9 is statistically significant at the 5% level. The index for the female students is 43.0 for 1983 and 45.8 for 1987, and the difference 2.8 is statistically significant at the one percent level.

The occupational tryout index for tryouts at schools for the male students is 28.7 for 1983 and 30.3 for 1987. The difference 1.6 is statistically significant at the one percent level. The index for the female students is 34.0 for 1983 and 31.6 for 1987. The difference 2.4 is statistically significant at the one percent level.

The occupational selection ability index for the male students is 64.0 for 1983 and 64.5 for 1987. The difference 0.5 is statistically significant at the 5% level. The index for the female students is 64.5 for 1983 and 66.5 for 1987. The difference is statistically significant at the one percent level.

Table 1 Average indexes from F-Test conducted by Dr. Fukuyama in 1981, 1983 and 1987 on the 9th grade students

Sex / Index Number	Male		Female	
	M	S D	M	S D
Self analysis	98.3 97.8 98.1	3.90 4.91 4.04	98.0 97.9 98.5	5.62 4.54 2.86
Job analysis	53.8 53.4 53.6	15.03 14.80 15.13	54.5 55.4 55.3	14.75 14.98 14.35
Understanding of requirements and opportunities of the selected occupations	38.3 40.0 38.5	18.15 17.18 18.01	41.5 42.6 42.7	16.99 15.82 16.50
Occupational tryouts	41.3 40.9 41.8	14.33 13.39 13.00	43.1 43.0 45.8	13.79 13.14 12.47
Occupational tryouts at School	29.1 28.7 30.3	13.48 11.68 11.24	32.4 31.6 34.0	13.87 12.93 12.05
Occupational selection ability	64.5 64.0 64.5	7.74 7.60 7.51	65.2 65.4 66.5	7.39 7.51 6.88
Personality tendency and appropriate occupation	54.9 55.9 54.6	11.92 12.47 12.94	55.4 55.6 55.9	10.91 10.55 11.18

upper line—1981, middle line—1983, lower line—1987

The index for understanding of requirements and opportunities of the selected occupations is 46.5 for the male students at the schools participating in the promotion programs as compared with the nation wide index of 38.5. The difference 8.0 is substantial. The index for the female students at the participating schools is 49.1 against the nation-wide index of 42.7. The difference is 6.4.

The occupational selection ability index for the male students at the participating schools is 75.2 while the nation-wide index is 64.5. The difference is 10.7. For the female students the indexes are 77.2 and 66.5 respectively, and the difference is 10.7.

The occupational tryout index for the male students at the participating schools is 71.0 as against the nation-wide index of 41.8. The difference is 29.2. For the female students the indexes are 73.9 and 45.8 respectively, and the difference is 28.1.

Table 2 Compared indexes derived from the F-Test between the former promotion school and nationwide schools in1987 on the 9th grade students in the 10 prefectures

		Understanding of requirements and opportunities of the selected occupation		Occupational selection ability		Occupational tryouts		Occupational tryouts at school	
		M	S D	M	S D	M	S D	M	S D
Male	Former promotion school	46.5	13.21	75.2	6.14	71.0	8.23	67.0	8.21
	nationwide	38.5	18.01	64.5	7.51	41.8	13.00	30.3	11.24
	differences	8.0＊＊		10.7＊＊		29.2＊＊		36.7＊＊	
Female	Former promotion school	49.1	13.82	77.2	4.08	73.9	6.44	71.2	7.04
	nationwide	42.7	16.50	66.5	6.88	45.8	12.47	34.0	12.05
	differences	6.4＊		10.7＊＊		28.1＊＊		37.2＊＊	

(Note) ＊＊T-TEST $P<0.01$ ＊$P<0.05$
Former promotion school 29(Male) 32(Female) conducted in Nov. 1987
Nationwide 1,262(Male) 1,197(Female) conducted in Oct. 1987~Feb. 1988

The occupational tryout index for tryouts at schools is 67.0 for the male students at the participating schools as against the nation-wide index of 30.3. The difference is 36.7. For the female students the relevant indices are 71.2 and 34.0 respectively. The difference is very substantial: it reaches 37.2.

All the indices related to the participating schools are extremely high as compared with the nation-wide indices. Except the index for understanding of requirements and opportunities of the selected occupations, derived for the female students, the differences are all statistically significant at the 1% level.

Diagram 1 and Diagram 2 show the proportions of students who have undertaken the jobs indicated more than three times at schools and at places outside of the schools respectively.

The percentage of the male students at the participating schools who have undertaken the jobs, A, E, F, H, I, L, M, is 100 or nearly 100 on the two occasions. The percentage of the female students at the participating schools who have undertaken the jobs, A, F, G, H, I, L, M, is 100 or nearly 100 on the two occasions. The nation-wide percentages for the male and the female students do not reach such high levels with respect to any of the jobs. The nation-wide percentages for the male students with respect to E, F, H, O, and for the female students with respect to G, H, L, O exceed 50, but with respect to the rest of the jobs the percentages are very low.

As for the tryouts outside the schools, the percentage of the male students at the participating schools who have undertaken the jobs, H, I, K, L is 100 or nearly 100, while

Figure 1 % of students experiences (maximum scores) in the kinds of activities out of school

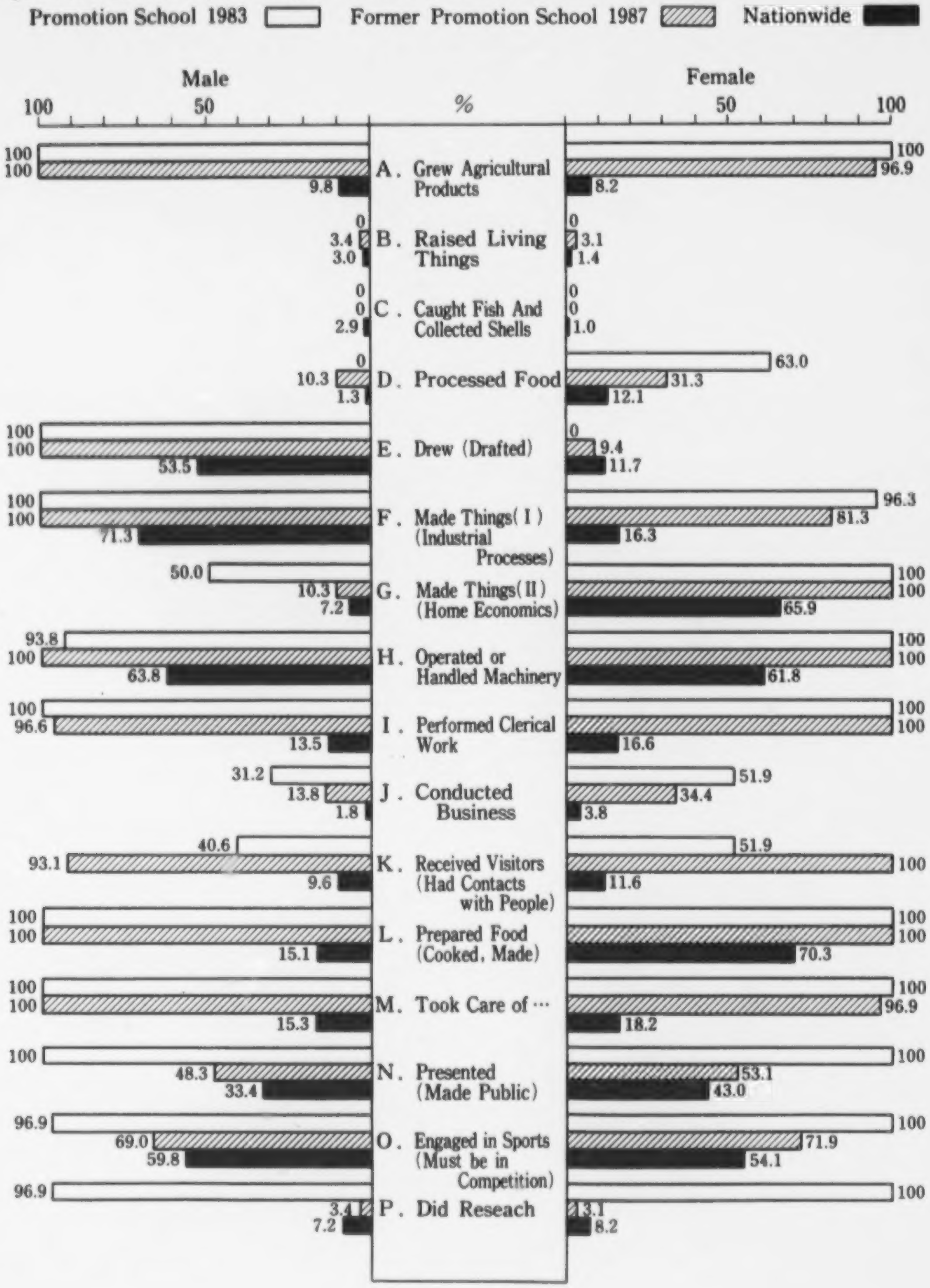
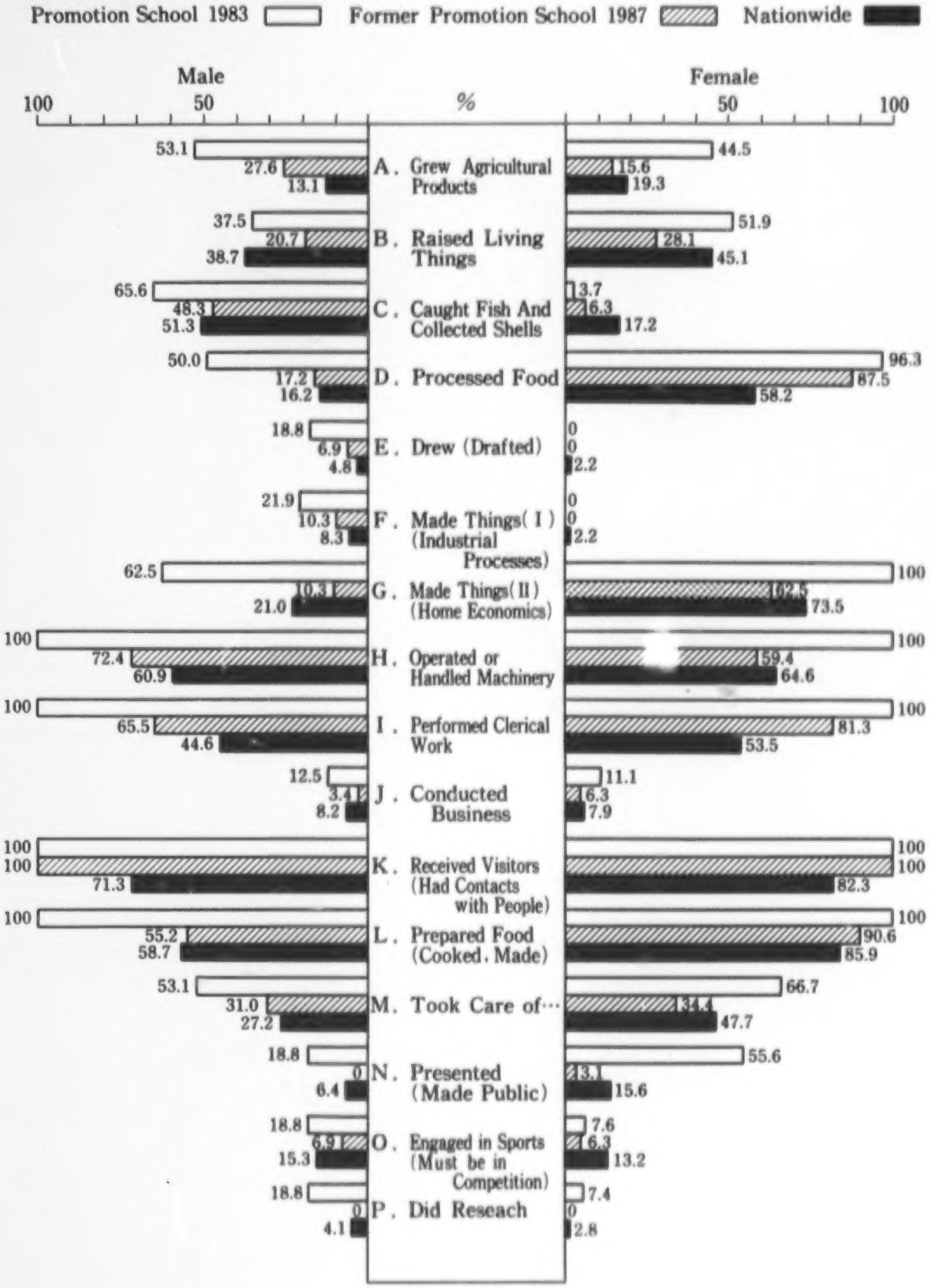


Figure 2 % of students experiences (maximum scores) in the kinds of activities out of school



the percentage for the female students at the participating schools who have undertaken the jobs, D, G, H, I, K, L is 100 or nearly 100. The nation-wide percentages, on the other hand, do not reach 100 with respect to any of the jobs. The percentages of the male students who have undertaken the jobs, H, K, L and the percentages of the female students who have undertaken the jobs, G, H, I, K, L reach 50. All the percentages with respect to the rest of the jobs are very low.

(3)

The nation-wide occupational selection ability index for the junior high school students has increased. The increase is ascribed to an increase in the occupational tryout index—the sum of the indices for the occupational tryouts at schools and for the tryouts in the students' entire field of activities regardless of the places at which the activities have been conducted. This result may testify the value of the curricula emphasizing on learning through experience.

The indices derived for the students at the participating schools are very low as compared with the indexes derived on the nation-wide basis. This result indicates that the curricula based on the Course of Study as a means to the careers development and the enhancement of the ability to determine one's occupation are functioning satisfactorily.

ADMINISTRATION OF THE FUKUYAMA PROFILE (F-TEST) IN TWO SCHOOLS IN BIRMINGHAM

by
Merlin Rangel

The Fukuyama Profile is designed to facilitate career planning and to encourage occupational exploration in relation to individual choices. The test was given to forty five pupils in two secondary schools in Birmingham(UK). The numbers are as follows:

Some results from the profiles

School	Type	Males	Females	Total
A	Comprehensive	15	9	24
B	Grammar	21	—	21
Total		36	9	45

School A

No	CHOSEN OCCUPN	SELF ANALYSIS	JOB ANALYSIS	OCCUPN TRYOUT	OCCUPN SELECTION ABILITY	PERSONALITY TENDENCY/ APPROPRIATE OCCUPN	FATHER'S OCCUPN
1	PROGRAMMER	93.3	61.2	70.9	75.1	54.7	NE
2	ESTATE AGENT	86.1	63.2	55.3	68.2	65.9	OTHERS
3	DOCTOR/DENT	93.7	57.4	45.8	65.6	50.0	NE
4	ACCOUNTANT	97.2	71.4	56.2	74.9	72.5	NE
5	CARPENTER	99.2	64.7	67.7	77.2	87.5	NE
6	MECH	96.8	50.2	71.9	73.0	70.0	OTHERS
7	ARCHITECT	96.4	47.9	39.5	61.3	84.7	OTHERS
8	DOCTOR/DENT	93.3	61.4	35.4	63.4	64.1	FACTORY WK
9	OFFICE/CLERICAL	98.4	69.7	59.4	75.8	79.2	NE
10	ENGINEER/MECH	85.3	69.0	40.7	65.0	67.5	NE
11	ENGINEER/MECH	93.7	69.5	26.0	63.1	60.0	FACTORY WK
12	PROGRAMMER	96.4	55.7	81.3	77.8	70.3	NE
13	PROGRAMMER	93.3	75.4	55.3	74.7	51.6	NE
14	ACCOUNTANT	89.7	45.3	34.3	56.4	67.5	CRAFTSMAN
15	MERCHANT	96.0	42.9	0.0	46.3	46.3	OTHERS
AVERAGE		93.9	60.3	49.3	67.9	68.0	

School A Females

No	CHOSEN OCCUPN	SELF ANALYSIS	JOB ANALYSIS	OCCUPN TRYOUT	OCCUPN SELECTION ABILITY	PERSONALITY TENDENCY/ APPROPRIATE OCCUPN	FATHER'S OCCUPN
18	TEACHER	94.8	64.4	57.3	72.2	62.5	NE*
19	NURSE	98.0	40.1	0.3	57.1	67.6	FACTORY WK
20	TEACHER	100.0	63.1	54.2	72.4	51.6	CO EMPLOYEE
21	MERCHANT	90.1	53.5	0.0	47.9	69.4	NE
22	SECRETARY	86.1	67.0	47.9	67.0	69.4	CO EMPLOYEE
24	JOURNALIST	98.4	52.8	62.5	71.2	50.0	FACTORY WK
25	CHILD CARE ATT.	92.9	55.0	65.6	71.2	69.6	NE
26	NURSE	97.6	74.9	64.6	79.0	57.4	OTHERS
27	TEACHER	92.9	70.1	49.0	70.7	68.8	NE
AVERAGE		94.5	60.1	48.3	67.6	62.9	

* NOT ENTERED

School B Males

No	CHOSEN OCCUPN	SELF ANALYSIS	JOB ANALYSIS	OCCUPN TRYOUT	OCCUPN SELECTION ABILITY	PERSONALITY-TENDENCY/ APPROPRIATE OCCUPN	FATHER'S OCCUPN
300	VETERINARIAN	100.0	68.4	54.2	74.2	63.8	PROFESSION
301	VETERINARIAN	95.2	69.8	40.7	68.6	56.3	CO EMPLOYEE
302	PROGRAMMER	100.0	67.9	43.8	70.6	64.1	MANAGER
303	CHEMIST	98.0	64.3	56.2	72.8	73.9	PROFESSION
304	TEACHER	98.8	58.5	29.5	62.2	37.5	CO EMPLOYEE
305	PROGRAMMER	98.0	63.3	31.2	64.2	65.6	GOVT. EMPL
306	DOCTOR/DENT	99.6	64.3	46.9	70.3	71.7	MERCHANT
307	LAWYER	100.0	63.5	52.1	71.9	65.4	CLERK
308	POLICE OFF.	96.8	60.7	42.7	66.7	66.7	PROFESSION
309	WAITER	97.6	63.8	39.6	67.0	71.4	CO EMPLOYEE
310	ENG. AIRCRAFT	100.0	64.9	61.5	75.5	63.8	PROFESSION
311	ENG. MECH	100.0	58.1	44.8	67.6	73.8	OTHERS
312	WRITER	99.6	61.9	48.9	70.1	77.8	PROFESSION
313	TEACHER	99.2	60.5	30.2	63.3	54.7	OTHERS
314	DOCTOR/DENT	98.8	60.4	53.1	70.8	63.0	PROFESSION
315	LAWYER	98.4	71.4	49.0	72.9	67.3	PROFESSION
316	DRAFTSMAN	97.6	72.6	30.2	66.8	66.7	PROFESSION
317	VETERINARIAN	99.2	62.4	42.7	68.1	76.3	CLERK
318	MANG. CONSULT.	98.8	65.5	37.5	67.3	67.9	PROFESSION
319	LAWYER	99.6	68.5	82.3	83.5	78.8	PROFESSION
320	SCIENTIST	99.6	61.1	80.2	80.3	71.3	PROFESSION
AVERAGE		98.8	64.4	47.5	70.2	66.6	

OBSERVATIONS

Occupational Choice

The occupational choices of pupils in school A covered a wide range and levels of jobs. Of a total of twenty four occupations four were technical or semi-skilled. There are clear signs of upward mobility in comparison with occupations held by fathers. The occupational choices of pupils in school B, by contrast, were nearly all 'professional' as were nearly all their fathers. There was no evidence of pupils opting for non-traditional occupations.

Self-Analysis

The index score should be above 85 to indicate sufficient awareness of personality traits in those areas covered by the profile. The scores of all pupils indicate a high level of selfawareness as measured by the F-Test. The average score for pupils from school B is higher than school A.

Job Analysis

The index score should be above 60 to indicate adequate occupational knowledge and involvement in activities that will lead to the proper selection of occupations. The average scores for male and female pupils in school A are 60. 3 and 60. 1. The average score for school B is slightly higher at 64.4. Individual differences show a wide variation in scores from scores as low as 40.1 to 75.4. These figures suggest that some pupils are well informed while others display a paucity of occupational knowledge.

Occupational Tryout

The index score needs to be above 80 to demonstrate adequate exploratory work experience.

The average score for each of the three groups is well below 80 being 49.3, 48.3 and 47.5 respectively. With the exception of two pupils the rest demonstrate low levels of work experience and relevant skills. This is not necessarily surprising since the skills required by the professions in particular are unlikely to be provided through the limited work experience of pupils in their late secondary school career.

Occupational Selection Ability

The index score should be above 75 to demonstrate adequate knowledge and career planning.

The average scores vary between 67.6, 67.9 and 70.2. Although these are lower than desired they suggest that career planning, while less than adequate, shows some indications of development which need to be improved.

Personality Tendency and Appropriate Occupation

The index score should be above 75. Average scores, again are consistently lower and range from 62.9 for the female pupils in school A, to 66.6 for male pupils in school B and 68.0 for male pupils at school A. These scores indicate a mismatch in the understanding of requirements for chosen occupations and the individuals own strengths and weaknesses. Individual differences show a wide variation in scores but only seven of the total number of forty-five pupils demonstrated adequate knowledge to relate own personality to personality traits required for the chosen occupation.

Conclusion

In view of the limited number of pupils who took the test it would not be realistic to draw any conclusions that could be generalized to other pupils in the two schools. However some observations based on the index scores can be made.

There does not appear to be any significant difference in average scores between pupils from the two schools or between the sexes.

All pupils deomonstrate a high level of self awareness in the personality traits covered by the test. The average score for the self-analysis index is the highest of all the scores.

The lower job analysis index shows that pupils were generally less well informed about occupational requirements and are more likely to make better occupational choices if their job knowledge is improved. This finding is confirmed by the average score for personality tendency and appropriate occupations.

Pupils from both schools displayed inadequate knowledge on the occupational tryout index. The lack of relevant work related information is likely to be a reflection of limited work experience during their school career. It is also possible that the timing of the test administration was prior to their work experience which frequently takes place towards the end of the 4th year or early in the 5th year.

Finally the results of the Fukuyama Profile indicate that while pupils are relatively competent at assessing their own strengths and weaknesses they are less knowledgeable about aspects of work and need assistance in relating their abilities to work requirements in selecting suitable occupations.

VOCATIONAL GUIDANCE PLAYS ITS IMPORTANT ROLE IN LABOR MANAGEMENT

by
Shigekazu Fukuyama

The vocational guidance can be compared to a vehicle with one wheel representing the cultivation of the ability to choose occupations and the other, the examination of the results of the job selection. The dialectic of this vehicle is that the two wheels working together is to take on a new dimension to drive the vehicle forward. The ability to choose the occupation that suits oneself is acquired through the self-analysis, job analysis, and occupational tryout. The placement and follow-up are what constitutes the examination of the results of the job selection. These two wheels can also be seen as representing education and economy. Various corroborative methods of cultivating the ability to choose among occupations have already been introduced, such as the F-Test for Appraising the Ability to Choose Methodically Among Occupations and the Fukuyama Profile. There has been corroborative methods of the examination of the job selection such as the form of the examination of the results of the job selection that can only be applied collectively to schools and classes. In 1986 one was developed that could be applied to each individual. I would like to introduce this newly developed examination at this time.

In the past, production in the field of economical activities was based on the following factors: land, capital, and labor. One, however, cannot disregard the necessity of information and technology for the additional factors these days. Unskilled labor, which was taken care of by human hands in times past, is mostly taken over by computers. Skilled occupations are given to people who comprehend their natural ability and polish it. Vocational guidance plays an important role in terms of this placement. Naturally the examination of the results of job selection will be charged with a mission to fulfill this position. Improved modern labor management results with the application of this examination.

AN ASSESSMENT OF THE RESULTS OF SELECTING AN OCCUPATION

The students who receive vocational education and guidance (its level can be high or low) should acquire a suitable job in the world of work. Depending on the society's economic condition, the student may not be able to obtain a suitable occupation. Sometimes a student may be placed in an occupation which is tolerable but not suitable. Counselors or other placement specialists who consult with the individual about the problems related to the occupation may want to look for other prospective occupations for which the individual is better suited. The counselor must make a special continuous effort to help the individual find a suitable job. This process is a part of occupational placement rather than consultation and employment.

Assistance must be continued after the individual finds suitable employment. The individual must be continuously assisted to further develop the abilities and aptitudes he or she possesses in order to gain the deep-down satisfaction stemming from accomplishment in work. It is most important that the counselors and advisors at work cooperate and help the individual. This process may be called follow-up.

The function of assessment in this situation is to evaluate whether the chosen job, with the help of occupational follow-up counselors, is actually appropriate. To meet the purpose of the assessment, the first step is to examine the job which was chosen. The next step is to investigate whether the chosen job was appropriate. One investigates whether the individual can fully cultivate and develop his or her unique and distinctive skill and capabilities on the job.

Not like the general process, which consists of consultation, employment reference and follow-up, completing the first two stages will take them into placement. Follow-up is left as an independent process after placement.

In summary, students must first cultivate their ability to choose occupations through self-analysis, job analysis and occupational try-outs. They then must make a decision on the kinds of occupation that would be suitable for them. They hope that they will find a suitable occupation after their graduation. Placement fulfills this longing in each student. The notion of placement as expounded in this treatise is fundamentally different from that of the old fashioned employment agency and the modern Public Employment Security Office where the guidance process ends. Unlike conventional practices, follow-up is still provided after the individual is placed on the job for a trial period. Through cooperation with industry students continue to seek and cultivate their skills, as they engage in a suitable occupation for nine months. The occupation is not offered to the individual until a careful occupational analysis is done by the individual. The purpose of this procedure is to prevent offering occupations to those who just want to earn a living. It may be possible that students may have been placed in an unbearable job through mismatching occupations. This is a most difficult problem of placement. However, the school must rigidly conduct placement. It is necessary for the Public Employment Security Office to cooperate with the school to meet this goal. The meaning of placement through vocational guidance must also be understood by various work places and they should also cooperate with the school and Public Employment Security Office. This process not only leads to an individual's job satisfaction, but also increases productivity at the work places, and consequently, yields a profit to the nation.

In some cases, students may obtain employment in occupations which they seek. However, the job may not provide opportunities for the students' capabilities and skills to be cultivated and developed. Although the students selected their occupation through a self developed ability to choose occupations, as time goes by, they may notice that their selected occupation does not bring about job satisfaction. In this case, the students should consult with a vocational guidance instructor, or counselor, from their school. This whole stage is called follow-up in the field and is the last stage in the vocational guidance process. In this stage one has to closely examine whether an individual's selected job cultivates and develops the individual's abilities and skills. The job should lead him or her to satisfaction and success. The act of follow-up should be objective and should not be affected by the students' emotional and subjective views. If the student has strong subjective views or is very emotional about his or her job, it is very important that the opinions related to the situation are derived from objective sources. It is true that the cooperation of the work place is essential in this process. Although a counselor may hear various opinions, the opinion of the student who went through the experience should be valued most. The student has to be continuously guided until he or she acquires an occupation and feels able to fully develop his or her skills.

The follow-up phase in the vocational guidance process is part of assessing the results of an occupational selection. Follow-up is a sequence after placement. This sequential function is necessary to insure for job satisfaction.

The examination of the results of an occupational selection scrutinizes how well the individual has adapted or is suited for a work place after nine months of employment. This examination assesses (1) the individual's comprehension of the job (Job Analysis), (2) the working environment, (3) the conditions of labor management, and (4) the comprehension of one's capability on the job (personality tendency for appropriate occupation).

The working environment is evaluated from the following criteria:

Working Environment

1. Brightness at work site
2. Ventilation
3. Noise factors
4. Oscillation
5. Dust
6. Temperature
7. Humidity
8. Convenience of machineries
9. Relationship with colleagues
10. Relationship with superiors

The conditions of labor management are evaluated by the following:

Conditions of Labor Management

1. Salary
2. Welfare
3. Labor union
4. Administration
5. Productivity

In assessing *Job Aptitude* the individual has to survey how his or her abilities and skills are suited for an occupation. This assessment can be obtained from the Personality Tendency for Appropriate Occupation Index.

One has to appraise the four sections separately by grading each section according to the degree of satisfaction. One uses the form on The Examination of the Results of Job Selection. Since this examination is also fundamental for labor management, the analysis belongs to the economic domain. Here vocational guidance finds a place in both education and economics. This is the unique and distinctive phenomenon of vocational guidance.

There is another situation that may occur frequently before job placement. After a student with the cultivated ability for choosing an occupation selects a job, he or she should decide whether to obtain a job immediately after finishing school or continue into higher education for the purpose of obtaining a certain job. In the latter case, there is a stage of examining whether the student could move up to higher education and whether the job chosen is appropriate. Usually this stage is still considered a part of school placement.

If a student does not know what job is suitable, he or she cannot decide whether to move up in terms of school placement. To make this decision, the ability to select an occupation plays a more important role than basic scholastic ability. In high school, through guidance activities an occupation chosen by a student should be carefully examined whether it is appropriate or not, and the basic scholastic ability simply plays a supporting role in enhancing the student's quest to attain the occupational goal.

The close examination of the results of an occupational selection is the consequent operation of employment or school placement and follow-up. Although it is realized that the process involved in the follow-up phase is the most difficult to implement in the vocational guidance process, it must be vigorously pursued and implemented whenever possible, because it is a crucial phase of vocational guidance. It is believed that once the student is placed, the communication and relationship between the school and the worker must be maintained. The school must also continue to alert the worker to opportunities for continuing education and/or updating, and prepare the individual for any changes that may occur in the workplace. Moreover, from the view point of economics, the process of a close examination of the results of an occupational selection can also function for the improvement of labor management. Through this process of examination labor management will be successful and will result in growth of productivity. One of the beliefs of the author of this book is that through vocational guidance one can develop his or her own capability in the work place and consequently contribute to society. This coincides with one of the basic doctrines of PIACT—(Program for the Improvement of Working Conditions and Environment organized by the International Labor Organization) : Labor has to be the thing through which one can develop his or her own ability and contribute to society.

In the following chapters, a methodological process of selecting an occupation through the use of 'The F-Test For Appraising The Ability To Choose Methodically Among Occupations' (Fukuyama Profile) and the form on 'The Examination of The Results of Job Selection' will be discussed.

ASSESSING THE RESULTS OF A JOB SELECTION

The follow-up phase in the vocational guidance process includes an assessment of the results of an occupational selection. This assessment function is necessary to determine whether an individual's selected job and job placement can provide opportunities that can lead to the individual's feeling of satisfaction and a feeling of attaining job success. Therefore, the follow-up phase in the vocational guidance process should examine whether the individual's job placement cultivates and develops the individual's abilities and skills, as well as scrutinize how well the individual has adapted or is suited for the work place.

The process of assessing the results of a job selection includes an examination and assessment of: (1) the individual's comprehension of the job (job analysis), (2) the condition of the working environment, (3) the degree of satisfaction with labor management, and (4) the comprehension of one's capabilities on the job (job aptitude).

An appraisal of the results of a job selection is feasible by quantifying the indexes derived from the assessment of job analysis, the working environment, labor management, and job aptitude.

EVALUATION BY MEANS OF INDEXES

(1) Index for the understanding of requirements and opportunities of the occupation selected. (Job analysis)

The respondent marks x's for those items that are listed on the Occupational Proficiency and Technical Skills column on Form B which he or she thinks is necessary for his or her selected occupation. The x's should be marked in the column entitled "The Items You Regard As Necessary For Your Occupation." This index is the same as the index for job analysis and can be derived from the Form B input. (Please refer to Fukuyama Profile (B) for further information.)

The formula for determining the job analysis index is as follows:

$$\frac{a}{M}\left(1-\frac{b}{63-M}\right)\times 100 \cdots\cdots\cdots\cdots (1)$$

The acceptable standard score for this index is 75.

(2) Index for evaluating the working environment (Extent of the respondent's satisfaction of a work place)

The respondent marks x's in the appropriate extent column according to his or her extent of satisfaction at the work place. The score of each criterion is as follows: Very High, 4 points; Considerably High, 3 points; Average, 2 points; Slightly Low, 1 point; Low, none. He or she adds the points of each criterion and divides the points by 40, which is the highest obtainable score, and multiplies by 100. (Please refer to The Examination of the Results of Job Selection for further information.)

$$\frac{\text{Total points for each criterion}}{40}\times 100 \cdots\cdots\cdots\cdots (2)$$

The acceptable standard score for this index is 75.

(3) Index for evaluating labor management (Extent of the respondent's satisfaction with labor management)

The respondent follows the evaluation method of the previous section (2). He or she adds the points of each criterion and divides the points by 20, the highest obtainable score, and multiplies by 100. If there is no labor union at the work place, he or she divides the points by 16. (Please refer to Summary Profile Sheet for the Fukuyama Profile for further information.)

$$\frac{\text{Total points of each criterion}}{20}\times 100 \cdots\cdots\cdots\cdots (3)$$

The acceptable standard score for this index is 75.

(4) Index for job aptitude (Extent of how well the respondent matches his or her present job with his or her proficiency and skills)

The respondent's extent is identified in the "Your Extent" column on Form B with respect to each norm-item required for the chosen occupation. He or she marks x's in the appropriate extent column. The index is gained the same way as the respondent acquires the index for personality tendency for appropriate occupation on Form B.⁺ (Please refer to Fukuyama Profile (B) for further information.)

The formula for determining this index is as follows:

$$\frac{\text{Total of respondent's score}}{\text{4M (norm-items)}} \times 100 \quad \cdots\cdots\cdots\cdots\cdots\cdots \quad (4)$$

The acceptable standard score for this index is 75.

(5) Index for the examination of the results of an occupational selection.

The respondent adds the indexes which are acquired from procedures (1) through (4) and divides by 4.

$$\frac{(1) + (2) + (3) + (4)}{4} \quad \cdots\cdots\cdots\cdots\cdots\cdots \quad (5)$$

(6) The acceptable standard index for assessing the result of a job selection is 75 respectively.

THE EXAMINATION OF THE RESULTS OF JOB SELECTION
(Labor Management)

NAME John Smith	[✓ M] · F	Date of Birth	Month / Day / Year 3/10 / 1965
Present Address			

Present Occupation	Carpenter

Code				

1 .Degree of satisfaction with the working environment.

0 Very Low	1 Slightly Low	2 Average	3 Considerably High	4 Very High	Mark X in the appropriate space in the left column concerning the following in relation to the working environment	Do Not Fill In This Column Column For Computer Processing	
				X	1 Brightness	010	
			X		2 Ventilation	020	
	X				3 Noise	030	
		X			4 Oscillation	040	
			X		5 Dust	050	
		X			6 Temperature	060	
			X		7 Humidity	070	
				X	8 Convenience of Machineries	080	
				X	9 Relationship with your Colleagues	090	
			X		10 Relationship with your Superiors	100	

2 .Degree of satisfaction of labor management.

0 Very Low	1 Slightly Low	2 Average	3 Considerably High	4 Very High	Mark X in the appropriate space in the left column concerning with the following item	Do Not Fill In This Column Column For Computer Processing	
		X			1 Salary	010	
				X	2 Welfare	020	
			X		3 Labor Union	030	
			X		4 Administration	040	
				X	5 Productivity	050	

A	Index for Comprehension of Your Job (Use Job Analysis Score)	65.4
B	Index for Working Environment	72.5
C	Index for Labor Management	80.0
D	Index for Job Aptitude	79.7
Index for the Examination of the Results of Job Selection	$$\frac{A\ \boxed{65.4} + B\ \boxed{72.5} + C\ \boxed{80.0} + D\ \boxed{79.7}}{4} =$$	74.4

THE NATURE AND SIGNIFICANCE OF VOCATIONAL GUIDANCE/CAREER EDUCATION FOR THE AGING POPULATION

by
Emiko I. Kudo

Introduction

If indeed Vocational Guidance/Career Education is to be the guiding principle of the next century, we need to define the terms in the broadest sense and accept the concomitant concepts encompassed by them. In my professional endeavors throughout the past 40 years in education, it has been my unaltered belief that an individual continues to grow, to learn and to develop from birth to death. Life span development through vocational guidance/career education seems to me to be a natural, acceptable and understandable basic principle to adopt.

The late Dr. Shiro Amioka always believed and said, "Career Education is education itself, all of education." Dr. Kenneth Hoyt, in describing career education at its best, said, "--- You see basic skills, good work habits, work values, self understanding, understanding educational-occupational opportunities, productive use of leisure time, and reduction of stereotyping; put them all together and say, 'Isn't that what education's been trying to do all the time?'" If career education is accepted as another terminology for education, and career education is synonymous with vocational guidance, could we then say both are education itself—all of education?

Let's ask "Daniel Webster" about the broadest definitions of the words *vocational* and *guidance*, and then of *vocational guidance*.

Vocational: designating or of education, training, etc. intended to prepare one for an occupation (something to do), sometimes specifically in a trade.

Guidance: Education-systematic assistance given to school children or others to help them adjust to their environment, develop good study habits, fix on purposive goals, and take steps toward achieving them.

Vocational Guidance: professional advice given in schools, specialized agencies, etc. on the basis of tests and interviews, to help a person choose the occupation (something to do) for which he is best suited. Let's also check on "Daniel Webster's" definitions of *career* and *education* and then *career education*.

Career: one's progress through life or in a particular vocation/a profession or occupation which one trains for and pursues as a lifework.

Education: the process of training and developing the knowledge, mind, character, etc., especially by formal schooling; teaching; training/knowledge, ability, etc., thus developed.

Career Education: the process of becoming aware of and exploring self and others, becoming aware of and exploring career alternatives, and acquiring and using decision making and goal planning skills.

From the analysis of these definitions I conclude that *vocational guidance*, as well as *career education*, are the process by which a person is helped to become aware of and to explore self and the alternative lifestyles and lifework, and through this process acquire and use decision making and goal setting skills. Therefore it follows that they are applicable at any time in a life span, to the young and the old alike.

Believing sincerely that vocational guidance/career education is a basic and fundamental life span need for all individuals, and accepting the nature and significance of the process in meeting this need as a guiding principle for the 21st century, I now turn to a discussion of applying the principle to the aging population in this world.

The Growing Aging Population and Its Implication

There is an unprecedented growth of the aging population throughout the world partly as a result of advancement in health and medical research and technology, in nutrition knowledge and its application, and in the rapidity and accessibility of communication to disseminate useful health information, among others. In other words, because of increased longevity. The other primary cause of this population growth however is an increase in the annual number of births prior to 1920 and after World War 2. There may be other reasons too.

Japan just reported that the number of old people over 65, now stands at an estimated 13.77 million, an increase of 470,000 or 3.5 percent from 13.30 million in 1987. This is 11.2 percent of Japan's total population of 122.75 million.

Comparative national figures reported in the Mainichi Daily News though not for 1988, are Sweden 17.6 percent, Great Britain 15.3 percent, Denmark 15.1 percent, West Germany 15.0 percent, Italy 13.4 percent, France 13.3 percent and 12.1 percent in the United States. Currently, Hawaii's older adults account for 13.7% of the total State population. The population of aged people is expected to rise in all of these countries although the projections are not consistent among researchers, futurists and the census bureaus.

The rapid pace growth of the older population suggests a concomitant rise in the need for elderly housing, health, education, social services, employment, policies, programs and services. The implications are tremendous.

I will confine my remarks about the implications of this growing population only for the United States and Hawaii. As reported repeatedly in national and state publications, the following are some of the facts that have been firmly established in the United States:

* America is growing older; the graying of America will continue well into the next century with the aging of the baby boom.
* Senior citizens have clout.

1) The life expectancy of Americans age 65 is 16.4 years.
2) Senior citizens (30 million or 16% of the population) cast 20% of the votes.
3) Almost 75% of the senior citizens vote as compared to only 30% in their 20s.
4) About 47% of the Democrats voting were over 60.
5) 25% of the voters in the Iowa caucuses listed their occupation as "retired".

* There is a confrontation coming in the United States between the demands of the old people and the needs of the whole society.
* The elderly worry about health care, especially long-term care.

- The elderly need to be useful and feel that they are still contributing to society.
- Income security is another major concern of the elderly.
- There are special educational needs and requirements to be met for senior citizens; they are still active learners.
- The senior citizens fear isolation.
- Home ownership is still a lasting dream for senior citizens.

Remember that the senior citizens of today are not the deteriorating generation that they were thought to be in the past. Researchers marvel at the human ability to extend physical and intellectual capacity in later years. Therein lies the need for systematic, professional assistance and advice to help them adjust to their environments, develop positive attitudes, fix purposeful personal and group goals, and prepare to and take steps toward achieving their objectives and goals.

Applying the basic principle underlying Vocational Guidance/Career Education will surely better the lives of the aged population.

While it is usually the student in school that benefits from vocational guidance/ career education, there is no doubt in my mind that all individuals, regardless of age or circumstance, will benefit from assistance and advice through vocational guidance/career education.

Planning To Meet the Needs of the Aging

It is time to make aging with dignity a national priority in any country. To implement a program to meet the needs of the aging population and to assure dignity for the aging, comprehensive master plans have or are being developed nationally and in many states.

The Comprehensive Master Plan for the Elderly for the State of Hawaii encompasses housing, health, education, human services, employment, transportation, recreation and protective services. It identifies and specifies the policies, programs, services and administering structures for implementing the plan. Interdepartmental and interagency collaboration is deemed essential in the plan as aging issues are interdisciplinary. Planning for the aging population is seen as a cyclical process as data changes are noted and fed back.

The aging population participated in this planning process in Hawaii and the Governor of the State took a leadership role.

The Hawaii Comprehensive Master Plan for the Elderly, as updated in 1988, follows the national prime purpose of program efforts for the elderly and focusses on assistance to permit our older adults equal opportunity to full and free enjoyment of the following specific objectives, which in actuality are broad aims:

- An adequate income in retirement in accordance with the American standard of living.
- The best possible physical and mental health which science can make available, without regard to economic status.
- Suitable housing, independently selected, designed, and located with reference to special needs and available at costs which older citizens can afford.
- Full restorative services for those who require institutional care and a

comprehensive array of community-based long term care services adequate to approximately sustain older people in their community and home.

- Opportunity for employment with no discriminatory personnel practices because of age.
- Retirement in health, honor and dignity.
- Pursuit of meaningful activity within the widest range of civic, cultural and recreational opportunities.
- Efficient community services which provide a choice in supported living arrangement and social assistance in a coordinated manner and which are readily available when needed with emphasis on maintaining a continuation of care for the vulnerable elderly.
- Immediate benefit from proven research knowledge which can sustain and improve health and happiness.
- Freedom, independence, and the free exercise of individual initiative in planning and managing their own lives and full participation in planning and operation of community-based services and programs provided for their benefit.

In broad terms, the overall goal of the plan can be met through the pursuit of the economic, social, physical and cognitive/mental well being of the older adults in the State.

In Hawaii's Plan the program goals specific to the various target groups reflect the differentiations which are tied to the variations in the level of functioning, approximate age, and the economic status of older persons.

The diversity of life experiences resulting in vastly different sets of resources and needs within the general aging population requires a multi-tract system of programs and services.

Channeling the Energies of Aging Population

Vocational guidance/career education could and must play a vital role in channeling the energies of an aging population for a productive and fulfilling life. Assessment instruments and information gathering procedures and strategies should be effectively utilized to determine the route for the productive expenditure of energies that will match the needs of the elderly.

I used the instrument for the Fukuyama Profile effectively with 70 senior center participants two and a half years ago. The purpose was to channel the energies of these senior citizens to meet their expressed interests and needs. While I have not been able to expand the project to include other senior centers throughout the State, the results with the original 70 are very encouraging. More than 75% of the participants are still actively involved in activities and interests they pursued after their profiles were developed and they were appropriately counseled. Programs and services were made available to those who were motivated to follow the advice of the counselor.

I intend to resume my involvement with the senior center participants in the near future. This project based in vocational guidance/career education, seems to me to be meeting the needs of these senior citizen to live a useful and fulfilling life.

Some of the several reasons for the success of this limited project are that (1) many of the participants are motivated to acquire the requisite skills or knowledge for a transition from one career or job to another; (2) there were members in the groups that had renewed interest in the pursuit of learning for the sake of learning, especially in the subjects related to social life, recreation and personal and family life; (3) the participants had life plans that included learning, work, and leisure; and (4) the teaching-learning methodology utilized was mainly hands-on experiences with some through print, mechanical, or electronic devices.

While the project I initiated reached only a very small group, there are many others throughout the State and indeed throughout the United States, that are making a difference in the lives of the aging population.

Implementing the Comprehensive Master Plan for the Elderly is a major concern in Hawaii. There is a concerted effort being made by government at all levels, by private agencies, and by communities and individuals to "do right" for the senior citizens of the State.

Summary

As education professionals, retired or active, let's pledge to participate fully in this effort. In fact, let's not confine our interest only to serve the aged population, let's advocate the application of the basic principle of vocational guidance/career education that we believe in to all groups. *Life span development through Vocational Guidance/Career Education* will surely prepare the young for a fruitfull and productive career or vocation and it will also prepare the young for a fulfilling and productive life throughout their lives. Preparing early and well is the key to success.

A personal life span plan developed early in life through appropriate assessment, advice and assistance, that is implemented in a systematic and logical manner for the various life cycles will further the assurance of living successfully and fully throughout a lifetime. Life span plans should be flexible and revisions considered at fairly regular intervals to accommodate changing interests and times. The acquisition of new knowledge and skills through educational and life experiences may also alter an individuals life span plan.

Vocational Guidance/Career Education for life span planning for life span development is the guiding principle for all to follow. We must continue to work together to shape the future by striving for excellence in education and to prepare ourselves for the 21st century.

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VOCATIONAL GUIDANCE AS A BASIS FOR LIFELONG LEARNING

by
Hiroshi Kida

The National Council on Educational Reform, estabished by the Cabinet in 1984, produced four recommendations before completing its task in 1987. The commission consistently pointed to a "transition to a lifelong learning system," that is a major and immediate challenge to the educational reform program.

The commission's third recommendation states:

"Our society is becoming increasingly more information-intensive, internationalized, mature and older. Particularly notable are the changes in its economic structure, evidenced by the shifting emphasis from mass production and mass consumption to small-lot production of widely varied products. The increased importance of service industries is another significant trend."

"An important requirement in responding confidently to such social changes, maintaining social vitality and building an affluent society...is the improvement of the learning environment for people with the greater income and free time that lead to demands for more diverse, sophisticated studies."

Changes anticipated in the employment structure, induced by the major economic and social changes cited in the above statements along with international comparisons are shown in Table 1. The percentage of the employed population in the primary industries will continue to decline to 5 percent and that of the secondary industries will decrease to about 31 percent. The figure for the tertiary industries alone will continue to expand, reaching about 64 percent in the year 2000.

By vocation, a consistent increase in the number engaged in office, management and technical work is expected due to technological innovation, the spread of information and the increased importance of software and services in the economy. The percentage of those engaged in professional and technical jobs, in particular, is expected to record notably high growth—about 16 percent—by the year 2000. (From The Japanese Economic Structure by the Planning Bureau, Economic Planning Agency, December 1987)

There has been recent trend toward an increasing number employed in such professional and technical job categories as nurses, data processors, private teachers, kindergarten teachers, civil engineers, electronics engineers and skilled social welfare workers, in that order. It has also been pointed out that the number employed as office workers and in service industries, where women constitute high percentage, has been steadily rising.

The average age of professional and technical workers is low. Many have a strong educational background, and a majority of the new employees are fresh graduates.

On the other hand, the percentage of younger people in the population will rapidly decrease while that of the older portion will expand. In the year 2000, the total number of 65-year-olds will come very close to 25 percent and is expected to reach 39 percent in the year 2025. The increase of the aged population will cause the ratio between the dependent and productive populations(ages 15 to 65)—that is, the older and the younger—to rise. The index would rise from 46 percent as of today to approximately 70 percent, with the aged outnumbering younger people.

If the dependent population were to become the financial responsibility of the working segment, its burden would continue to grow heavier. This, in turn, would enervate workers—and society as a whole. It would, then, become necessary for the aged—those over 65—to contribute to society as part of the working population. The work hours of the aged in the productive bracket should be shortened. They would share work in appropriate jobs, leaving time for both work and study in their daily lives, and generally stimulating their faculties. In terms of population composition, as well as in terms of social vitality, the percentage of the aged portion in the working population would have to increase.

In the light of this prospect, the National Council on Educational Reform proposed in its report "Transition to a Lifelong Learning System," that we rethink the role of education in society. The basic proposition is to alter the traditional relationship between education and society: an individual graduates from school, engages in work and retires when he reaches a certain age. This pattern, the commission urges, should be replaced by one in which an individual works after leaving school continues his studies so he can constantly adopt to changes in his work. Then, he will be able to engage in appropriate employment even in old age and live a full life. Education must be able to meet this challenge of encouraging people to pursue lifelong learning in a mature society by revising the system and improving its operation. This is the task assigned to lifelong learning.

If study is necessary not only in one's youthful years but also while employed, what kind of vocational guidance do we need?

The conventional concept of vocational guidance focuses on the development of a student's choice of vocation to his maturation, with the school advising him on finding a job or going on to a higher education upon graduation. The school would then follow through by examining the results of his choice of vocation.

Even if we shift the emphasis to a lifelong learning system, it would, of course, not spell the end of school education. The importance of vocational guidance in school education will endure. But the teachers need to understand clearly that the relationship between education and vocation must be radically altered. They must grasp the trends in industry and vocations in an advanced society and endeavor to help young people find employment that will give their aptitudes and innate skills full play in contributing to society.

According to labor statistics, 4,170,000 persons were hired in 1985. Of these, 1,950,000 were first-time employees, with the remaining 2,220,000 formerly employed persons finding new jobs.

In the same year, 3,900,000 persons left jobs, of whom 900,000 did so within six months, while the number of workers who quit within a year rose by 650,000 to 1,500,000. These figures mean that nearly 40 percent of the persons who found jobs left them within a year, most of them within half a year. The number entering the ranks of the employed for the first time remained about the same as two years before. The number leaving jobs within a year rose by as many as 300,000, while the number of formerly employed persons finding jobs increased by as many as half a million.

These figures may suggest that a sharply rising number of new graduates are unable to adjust to their work environment. According to a survey of 1,000 corporations conducted by the Ministry of Labor, the number of workers under 25 years of age who quit their jobs during the previous year came to 60 percent of the total of the newly employed. The sharp rise in the number who change jobs after a short while must be viewed, even allowing for rapid changes in occupations and types of jobs, as a sign that something is amiss with school vocational guidance programs.

Schools must give the students a better grounding in the realities of society and work, prepare them psychologically for employment, and help them develop abilities and skills appropriate to their aptitudes. As I noted, however, people are changing jobs—in terms of industry and type of job—much more frequently than ever before. The trend is toward a greater emphasis on professional and technical jobs, in which the individual plays an increasingly important role. Today more people prefer to apply their skills by finding jobs through temporary employment services. The traditional practice of lifetime employment will change. And even though a person may work within a particular business for a long time, significant changes seem to be occurring in the content of his work.

It is now becoming more and more difficult for a person to keep on working on the strength of vocational skills learned at school. The abilities and skills necessary for work must be learned as they become necessary. There is already a need for this kind of lifelong learning for vocational skills. This is the reason that we have come to ask what kind of vocational guidance must be given.

Fundamentally, schools cannot give guidance to their students by anticipating vocations and industrial technologies in a world that is changing rapidly. The schools can do only so much; they can teach only within the confines of general theory. Educational guidance on specific tasks and types of work would have to be appropriate to each specific requirement. This would be true as well with jobs related to entertainment and sports.

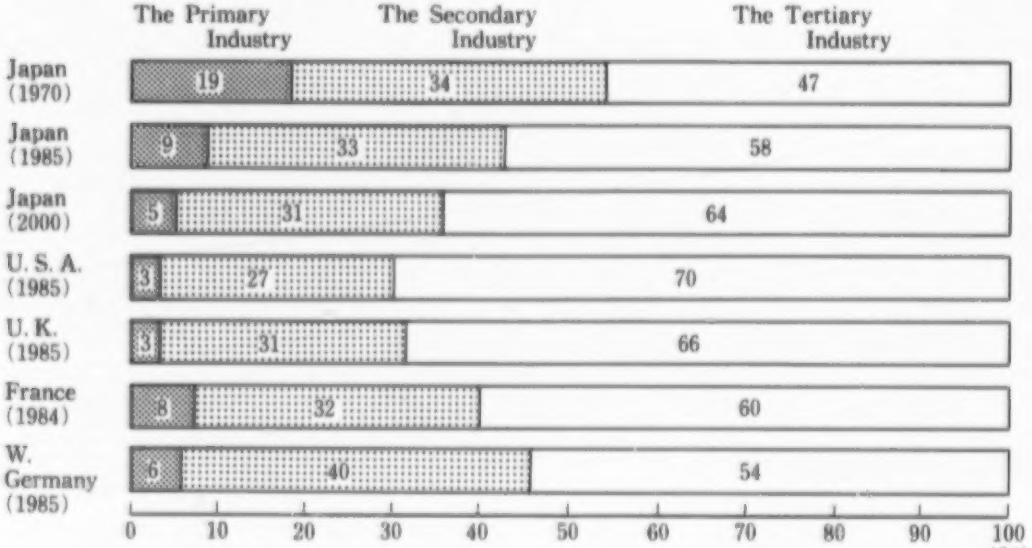
Vocational education given at school is basic in such fields as agriculture, manufacturing and commerce. Even at the specialized level of higher education, it would amount to no more than general education in a particular field.

The fact that there are limits to the effects of school education on vocational training is evident in the annual selection of new recruits. Employers compete intensely in recruiting students with high potential, then give them the necessary vocational and technical guidance.

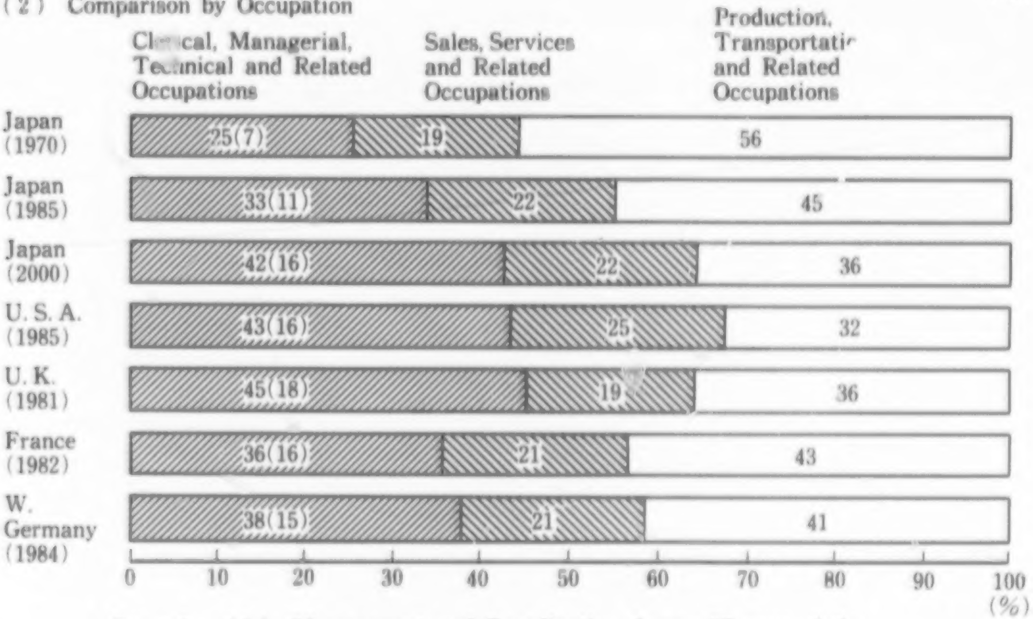
We cannot say that competitive recruitment is desirable. Yet, we must accept that school education, even though it may include vocational education, is essentially a general education and vocational guidance is only a basic form of life guidance.

School education, in general, is basic for an individual to find employment and maintain a livelihood. It must also be a cultural education needed in developing lifelong learning. If school education can help develop a student's sense of identity, instill knowledge about trends in the larger society, create an aptitude for work in the broad sense of the term and cultivate the ethical requirements for making a living, it may be aptly described as a vocational guidance that lays the foundation for lifelong learning.

(1) Comparison by Industrial Sector



(2) Comparison by Occupation



Remarks (1) Management and Coordination Agency "Census of the State of the Country"
ILO "Year book of Labor Statistics, 1986."
(2) Figures for the year 2000 estimated by Planning Bureau, Economic Planning Agency.
(3) The figures in the parenthesis is the percentage of employees of special professional, technical occupations of clerical, managerial, technical and related occupations.

A BRIEF OUTLINE OF EDUCATION IN JAPAN

−ITS PRESENT STATE AND ITS REFORM−

by
Shinjo Okuda

1. Present State of Education

(1) Spread of Formal Education

① Universalization of compulsory education

The enrollment ratio for compulsory schools has always been nearly 100% in Japan.

② Spread of upper secondary education

After World War II, the proportion of the age group going on to upper secondary schools steadily increased year by year and reached 94% in 1987. It can be stated that upper secondary education has spread dramatically.

③ Growing proportion of students advancing to higher education

The proportion of the age group going on to universities and junior colleges, which had been less than 5% before World War II, rapidly increased after the war, and reached 36% in 1987.

The proportion of the age group going on to institutions of higher education has always been higher for boys than for girls, although the rate of increase in the proportion for girls has been remarkable. In general, the proportion of students advancing to universities has always been higher for boys than for girls, while the proportion of students advancing to junior colleges has been higher for girls than for boys. Practically all students of colleges of technology are men.

④ The role of private institutions in the spread of formal education

In accordance with the provisions of the School Education Law, elementary and secondary schools and institutions of higher education can be established only by the national, prefectural and municipal governments and non-profit corporations called "school juridical persons". Educational institutions set up by the national government are called "national schools", those set up by prefectural or municipal governments "local public schools", and those set up by non-profit corporations "private schools".

Practically all compulsory schools (elementary, lower secondary and special schools) are local public schools. On the other hand, private schools play an important role at the levels of kindergarten, upper secondary and higher education. It deserves special mention that private institutions play a great role especially in higher education. (More than 70% of university students are enrolled in private institutions.)
The percentage of national institutions is relatively higher for universities (especially,

for graduate schools) and for colleges of technology.

(2) Content of Teaching in Educational Institution

① Content of teaching in elementary and secondary schools

(a) National standards of school curricula

The names of subjects to be offered in elementary, lower secondary and upper secondary schools, as well as the standard number of yearly school hours for each subject in these schools, are specified in a regulation issued by the Ministry of Education, Science and Culture. Based on the provisions of this regulation, the Ministry prepares the "Course of Study" for each school level after receiving the recommendation of the Curriculum Council. The Course of Study provides for national broad guidelines for the school curriculum including the objectives and standard content of each subject and each area of the other school activities.

Each school organizes its own curriculum in accordance with the provisions of the relevant statutes and Course of Study, and also in due consideration of the real circumstances of the school and the locality in which it is located, as well as of the characteristics of children enrolled and the stage of their mental and physical development.

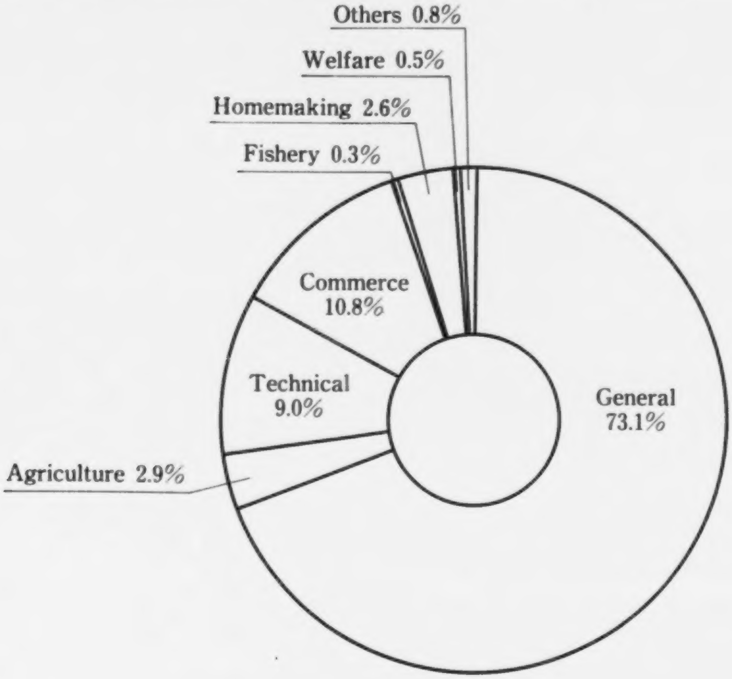
The Ministry is now preparing the revision of the Courses of Study. The revised Courses of Study will put into effect in 1992 for elementary schools, in 1993 for lower secondary schools, and in 1994 for upper secondary sohools.

(b) Subjects and other areas of school activities

The curriculum of elementary schools comprises different subjects (Japanese Language, Social Studies, Arithmetic, Science, Music, Drawing and Handicrafts, Homemaking and Physical Education), Moral Education and Special Activities.

The curriculum of lower secondary schools is composed of different subjects (Japanese Language, Social Studies, Mathematics, Science, Music, Fine Arts, Health and Physical Education, Industrial Arts and Homemaking, and Foreign Language 〈English〉), Moral Education and Special Activities. The curriculum of upper secondary schools varies among different courses including general (academic) courses, commercial courses, technical courses and agricultural courses. (The percentage distribution of students by type of course is presented in Chart 1.) Each school may offer a number of elective subjects at their discretion so that it may provide students with diverse curricula enough to meet their differing abilities, aptitudes and future prospects.

Chart 1 Percentage Distribution of Upper Secondary School Students by Type of Course, as of May 1987



(c) School textbooks

In accordance with the provisions of the School Education Law, all elementary and secondary sohools in Japan are required to use textbooks in the classroom teaching of each subject. As a principle, textbooks to be used in schools must be either those authorized by the Minister of Education, Science and Culture, or those compiled by the Ministry itself. As a matter of fact, most of the textbooks currently used in schools are those published by commercial publishers after authorization by the Ministry.

The "authorization" of textbooks means that, after examining draft textbooks written and compiled by authors or publishers, the Minister approves those which he deems suitable as textbooks to be used in schools.

In authorizing textbooks, the Minister requests the Textbook Authorization Council, an advisory organ to the Minister, to consider whether each proposed textbook is suitable for the use in schools. Based on the recommendation of the Council, the Minister approves or disapproves each of the proposed textbooks.

The power of adopting textbooks to be used in local public schools rests with the local board of education of the local government maintaining these schools. On the other hand, textbooks to be used in national and private schools must be adopted by the principal of each school.

With a view to realizing to a greater extent the spirit of the provisions in the Constitution that "compulsory education shall be free", the national government every year distributes free textbooks among all children enrolled in compulsory schools, national, local public and private. All costs for the free distribution are met by the national government.

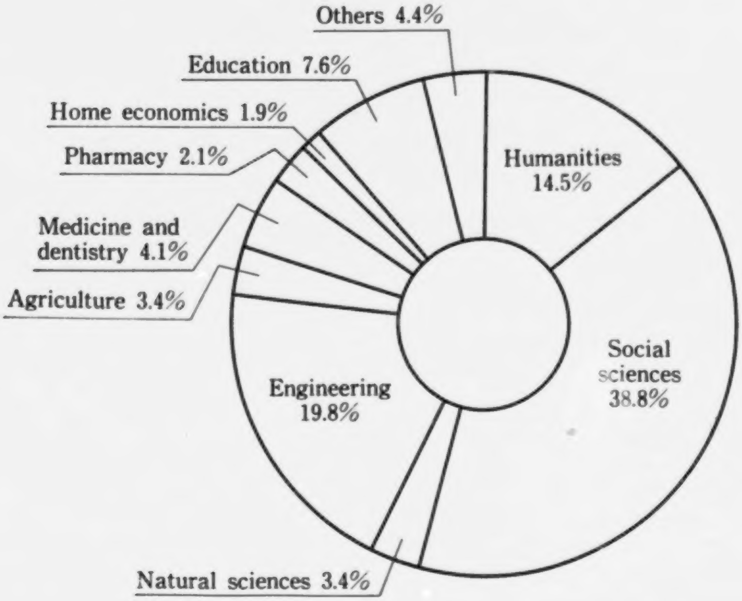
② Curriculum in institutions of higher education

Students in universities, junior colleges and colleges of technology are required to learn both general education subjects and specialized subjects in accordance with their own major fields of study. (The percentage distribution of students by major field of study is given in Chart 2 for universities and junior colleges.)

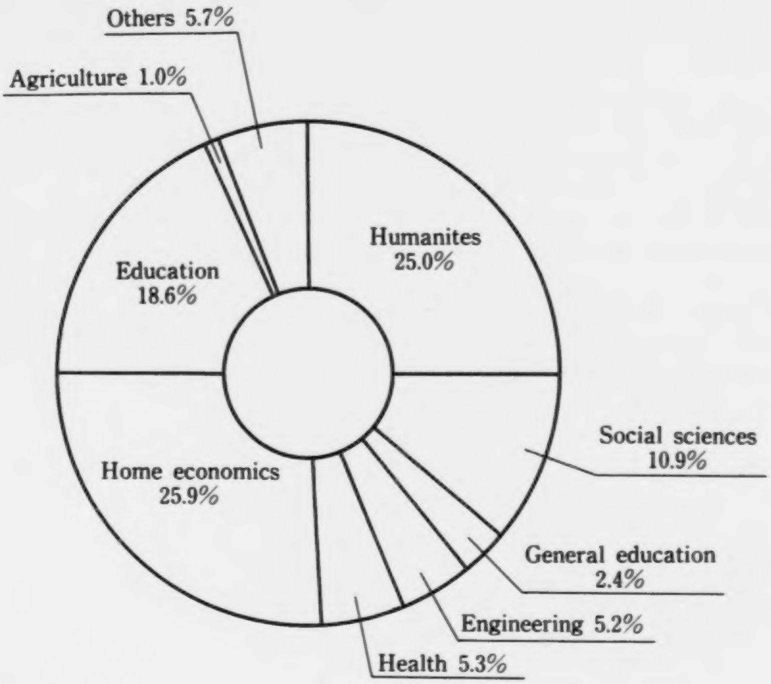
The content and methods of teaching in institutions of higher education are at the discretion of individual institutions on the basis of the principle of academic freedom guaranteed in the Constitution (Article 23).

Chart 2 Percentage Distribution of University and Junior College Students by Major Field of Study, as of May 1987

(1) Universities (undergraduate course)



(2) Junior colleges



(3) Non-formal Education

① "Social education"

Outside of institutions of formal education outlined in the preceding sections, there are a great variety of different forms of non-formal educational activities which are carried out on the basis of people's voluntary and spontaneous desire for learning. Various public facilities, such as "citizens' public halls", public libraries, museums, "youth houses ", "children's centers", women's education centers and audio-visual centers, organize different types of systematic educational activities. In addition, there are a variety of voluntary activities organized by PTAs, Boy Scouts and other community organizations, as well as a wide range of lecture courses and seminars held by "culture centers" operated by private organizations. In Japan these organized non-formal educational activities are called "social education".

Along with the aging of the population, the improved level of income of people and other changes in society, the importance of "social education" has been increasing year by year, since people are offered diverse opportunities for lifelong learning through this area of education. As an example, the number of citizens' public halls increased from 15,752 in 1978 to 17,520 in 1984, and the total yearly number of users of these facilities in 1983 became more than twice as many as in 1974 (from 88,920,000 in 1974 to 182,300,000 in 1983).

Further, in recent years, "culture centers" and other new private programs relating to education have been increasing in urban areas. According to a nation-wide survey conducted in 1986 by the Ministry of Education, Science and Culture, the total number of participants in these programs was 1,360,000. The survey indicated that the number of participants in larger cities (i.e., prefectural capitals and the central part of Tokyo Metropolitan Area) had grown twice and a half during nine years since 1977 when the previous national survey was conducted.

② Academic *juku*

In Japan there are a great number of private education enterprises called "academic *juku*", which give elementary and lower secondary school pupils out-of-school instruction either to prepare them for entrance examinations for schools of a senior level or to give them supplementary lessons to help them keep pace with the school curriculum. The nation-wide survey conducted in 1986 by the Ministry revealed that the number of pupils attending these academic *juku* accounted for 16.5% of all elementary school children and 44.5% of all lower secondary school children and that both figures represented a substantial increase as compared with in 1976 (12.0% at the elementary level and 38.0% at the lower secondary level).

It has been pointed out that the attendance of school children at academic *juku* has caused a number of adverse effects especially on the mental and physical health of children.

2. The Past Achievement of Japan's Educational System and Problems Involved

(1) Past Achievement

① Quantitative and qualitative development of education

During the forty years since the end of World War II, formal education in Japan has remarkably developed both quantitatively and qualitatively. As mentioned above, practically 100% of school-age children are enrolled in compulsory schools (the enrollment ratio at the elementary level already reached nearly 100% before World War II). The proportion of the age group going on to upper secondary education has exceeded 90%, and the proportion of the age group advancing to higher education has reached nearly 40%. Japan is now one of the countries which have the most advanced formal education system. In particular, Japan's elementary and secondary education system has obtained an international recognition for its high quality.

Such progress of Japan's education can be attributed to the traditional strong desire of Japanese people for advancing to higher schooling. It is also due to a sharp growth of the demand for the improved level of people's knowledge and technology in the context of Japan's social and economic development since the end of World War II. It can be stated that such educational development, in turn, has served as a driving force for the social and economic development of the nation, and has greatly contributed to the improvement of people's living and cultural life.

It may also be observed that the spread of education has been promoted on the basis of the principle of equal educational opportunity for all and that it has thus improved the average educational level of people, and has facilitated social and economic equalization and democratization in this country.

② Dissemination of democratic values

After World War II, under the new Constitution, Japan rejected both militarism and ultra-nationalism, and adopted such principles as national sovereignty, parliamentary democracy, respect for basic human rights, and pacifism. It can be concluded that the post-war educational system played a great role in disseminating and establishing democratic values based on these principles under the Constitution.

(2) Problems involved in Japan's Educational System

① Problems involved in formal education

Despite the above achievement of the educational system, the necessity for educational reform has recently been pointed out. One of the causes which have led to this call for educational reform lies in the fact that, over recent years, such phenomena as school bullying, children's rejection against attending schools, and school violence have been conspicuously exposed. These phenomena are interwoven, in a complex way, with a variety of school, family and community factors such as: the excessive uniformity of the content and methods of teaching; lack of basic disciplinary training at home; and weakened human relations in the community.

② Excessive competition in entrance examinations

As the proportion of students advancing to educational institutions of a senior stage has increased, and the number of students who wish to go on to higher schooling has increased, a growing number of students now aim to enter universities, in particular, a small number of prestigious universities, resulting in excessive competition for admissions to these universities. It has been explained that the direct reason for this phenomenon lies in the strong preference of university applicants and their parents for prestigious institutions. This preference, however, is correlated with the uniform and rigid nature of formal education in Japan, as well as with the general attitude of Japanese people placing undue emphasis on the educational background of individuals in evaluating their competence.

③ Inadequacy in opening schools and universities to society

So far, in their administration and management, schools and universities have not always responded to the demand from the community and the economy. In recent years various socio-economic changes have taken place. They include: the progress of science and technology; the spread of information media and technologies; the progress of internationalization in different sectors; changes in the industrial and employment structure; the aging of the population: and an increase in leisure hours. Educational institutions have made some efforts to adapt their own curriculum to these changes and to open themselves to provide adult people with learning opportunities. So far, however, the endeavors of schools and universities are still insufficient.

In addition, educational authorities have not adequately coped with new demands for diverse out-of-school educational activities (especially, those provided by private education enterprises) which have been created due to the above phenomena of the maturing of society.

Further, the political movement of certain teacher organizations has led to mutual mistrust and antagonism within the education sector, hampering the confidence of the public in the educational system.

④ Decline in the educational influence of the home and the community

The changing industrial structure, urbanization and other social changes have led to a rapid increase in nuclear families and in families with a smaller number of children, as well as an increase in salaried people. These trends have caused adverse effects including the over-protection of children by mothers, especially by "education minded" pushy mothers, and a lack of basic parental discipline. These effects are hampering the sound development of children.

Further, the increasing mobility of people and information has weakened person-to-person relations among community people and deteriorated the unique educational functions of the community.

3. Educational Reform

(1) Historical Background and the Establishment of the National Council on Educational Reform

① Educational reforms in the past

During its course of development, the educational system of Japan has undergone two major reforms, both of which took place in the age of major political and social change in the country.

(a) Introduction of a modern education system

The first reform took place immediately after the creation of a modern national state under the Meiji Restoration. This reform established in Japan a modern system of formal education based on the principle of equal educational opportunity. Six-year elementary education was made compulsory for all children, and diverse multi-track educational institutions of the secondary and higher levels were developed.

(b) Educational reform after World War II

The second reform was undertaken as integral part of the various reforms aimed at the democratization of Japan immediately after World War II. Under the new Constitution, the Fundamental Law of Education and the School Education Law, the duration of compulsory education was extended from six to nine years, and a single-track "6-3-3-4 system" was introduced comprising six years of elementary school, three years of lower secondary school, three years of upper secondary school and four years of University. Co-education was also put into practice. This new system was based on the principle of equal educational opportunity for all which was more drastic than that prevalent in the pre-war period. The pre-war centralized system of educational administration was replaced by a new system of local educational administration on the basis of the principle of local autonomy. Under the new system, local boards of education were established.

② The beginning of the current educational reform — The establishment of the National Council on Educational Reform —

Since the second educational reform after World War II, Japan's educational system has achieved a dramatic quantitative development and a remarkable improvement in its qualitative level. However, the rapid social changes and the quantitative expansion of education have exposed the various problems mentioned above. In August 1984, in order to solve these problems, a National Council on Educational Reform was organized as an *adhoc* advisory body to the Prime Minister. The Council was aimed at contributing to the creation of a creative and energetic society relevant to the 21st century, but making education cope with the changing industrial structure, the spread of information media, the progress of internationalization, and other changes in society, as well as with the cultural development of the nation. The third educational reform started, when the Prime Minister requested the Council to consider basic strategies for new reforms in education. The current educational reform was defined as one of the three major reforms announced by the then Nakasone Cabinet. (Another was administrative reform, and the other tax reform.)

③ The reports of the council and the response of the Government

The National Council on Educational Reform has submitted to the Prime Minister four successive reports: the first report in June 1985; the second report in April 1986; the third report in April 1987; and the fourth report in August 1987. The Government has determined to pay the best regard to these reports. In October 1987 the Government decided on a "Policy Outline for the Implementation of Educational Reform" presenting the government's immediate strategies for implementing educational reform. On the basis of this policy paper, the Government is determined to implement necessary reforms.

(2) Basic Direction for Educational Reform

In its reports the Council defined the following three basic directions for educational reform:

① Placing emphasis on individuality

In the course of modernization in Japan since the Meiji period, the education system in this country has emphasized efficiency, and tended to adopt too uniform content and methods. In the future society, however, creativity and the ability to express oneself will become more important. For this reason, it will be required to review the existing content and methods of teaching with a view to contributing better to the development of the individuality of individuals.

② Transition to a lifelong learning system

We are required to correct the adverse effects of undue emphasis placed on the educational background of individuals, and also required to meet the diverse demands for learning which are growing along with the progress of science and technology, the improvement in the level of income, the increase in leisure hours, and the aging of the population. To meet these requirements we must get rid of the mode of thinking which places too much value on formal schooling. Thus, we must ensure an overall reorganization of the structure of our educational system, with the shift to a lifelong learning system as a core element.

To this end, we need to develop such evaluation processes whereby individuals may be evaluated in terms of diverse aspects, not only in terms of the educational background of individuals.

It is also needed to develop recurrent education programs. We should create comprehensive educational networks which include schools, universities, "social education" facilities, centers for the development of vocational capabilities and private educational enterprises. We should also ensure: the shaping of academic disciplines adapted to the changes of the times; the collaborative relations between educational and research facilities and external organs including industrial firms; the recovery of the educational influence of the home; and the activation of the educational functions of the community.

③ Coping with various changes

The educational system will be required to cope positively and flexibly with the constant changes of the times. In this connection, the most important issue faced by the education system is how to cope with internationalization and with the information age. It is important for us to make both our educational structure and our mental attitudes open to the international community so that we may fulfill our own responsibility as members of this community. With regard to the spread of information media, it is important for us to have a clear perception of both the merits and demerits of these media, in utilizing these media in education, as well as in developing the computer literacy of children and adults.

(3) Principal Measures for Educational Reform

The reform strategies to be dealt with immediately by the Government are set forth in the "Policy Outline for the Implementation of Educational Reform" (mentioned in ③ of (1) Historical Background and the Establishment of the National Council on Educational Reform).

① Development of the lifelong learning structure

In order to promote lifelong learning activities, the government will ensure: the development of the appropriate structure for promoting lifelong education within each prefecture; the development and improvement of relevant facilities for education, culture and sports within each municipality; the cooperation with private educational enterprises; the improvement of recruitment procedures in industrial firms and in government offices with a view to helping correct the undue emphasis placed on the educational background of individuals; the reform of the formal systems for granting public vocational qualifications; the promotion of the development of vocational capabilities of workers; and the improvement of universities and graduate schools with a view to enabling adult citizens to have the opportunity to learn in these institutions. Further, the Government will strive to promote lifelong sporting activities and to improve competitive sports activities.

② Reforms in elementary and secondary education

With regard to elementary and secondary education, the Government will take the following measures: the revision of the Courses of Study, which will be aimed at the improvement of the school curriculum, including the enrichment of moral education; the reform of the textbook authorization system; the introduction of the in-service training system for beginning teachers; the improvement of the teacher training and certification systems; the improvement of staffing of teachers (including the elimination of classrooms accommodating 41 or more pupils); the elimination of excessively large schools; the realization of more diversified and more flexible upper secondary education; and the provision of more opportunities for children to live in the natural environment.

③ Reforms in higher education

In order to help individual universities develop the distinctive individuality and in order to diversify, heighten and activate the educational activities of these institutions, the government will amend the provisions of the Standards for the Establishment of Universities so as to make the provisions broader. The government will also promote various reforms related to the structure, administration and management of universities. The reforms will include the introduction of the definite term of office for university teachers. In addition, the Government will strive to help heighten and diversify the activities of graduate schools. In these reform efforts, the Government will pay due regard to the deliberations at the National Council on Universities and Colleges organized in 1987. The Government will also reform the system of university entrance examination by means, for example, of introducing a new testing program in which any national, local public and private universities may participate. The government plans to introduce this test in 1990. Further, the Government will promote its assistance to private universities, giving priority to assistance to their unique and outstanding projects in education and research.

④ Promotion of scientific research

In order to help develop creative and advanced basic research activities, the Government will expand its grants to researchers for their scientific research projects and develop competent young researchers. It will also promote joint research projects in which university researchers will collaborate with researchers working at the private sector. The international exchange in scientific research will also be promoted.

⑤ Reforms for coping with the various changes of the times

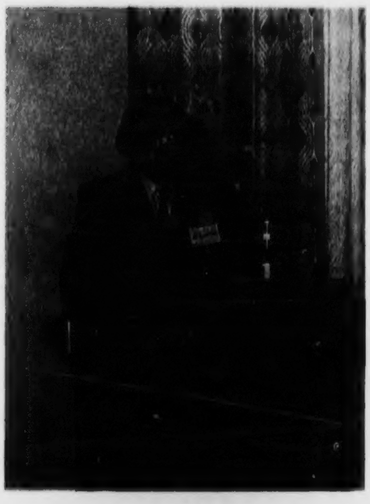
In order to cope with the internationalization trends in society, the Government will strive: to improve the mechanism for accommodating foreign students in Japan; to enrich the teaching of Japanese language as a foreign language: to invite more foreign young people who will serve as instructors of their native language; and to improve and enrich educational programs for Japanese children living abroad, as well as for those children who have come back from a long stay abroad.

On the other hand, in order to cope with the information age, the Government will take various measures, including: the development of computer literacy through both formal and non-formal education; the training of competent experts who will serve as leaders in an information-oriented society; the improvement of the relevant content of teaching; the provision of adequate computers and other hardware; the enhancement of in-service training of teachers; the research and development of model software for teaching and learning; the expansion of university faculties and departments related to information science; and the improvement of science information systems.

⑥ Reforms in educational administration and finance

The Government reorganized the structure of the Ministry of Education, Science and Culture, with a view to coping with a shift to a lifelong learning system, as well as strengthening the Ministry's policy-making function. The Government will also reorganize the National Institute for Educational Research with a view to enabling the Institute to contribute better to the policy planning activities of the Ministry. The structure and operation of local boards of education will be improved with the aim of vitalizing the activities of the boards. On the other hand, the Government will make special financial arrangements so as to ensure the selective allocation of government funds for facilitating the implementation of educational reform.

PROCEEDING



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Opening Ceremony

M. C.

The 6th International Conference on Vocational Guidance will now begin. We will ask the Chairman to make the address of welcome.

Address of Welcome (refer to pp. 18—19)

M. C.

We will now present messages of greetings.

Massages (refer to pp. 7—17)

M. C.

The opening ceremony has now ended.We will begin the sessions.

SESSION I

Co-Chairman

We will ask the Chairman, Dr. Fukuyama, for the keynote address.

Keynote Address (refer to pp. 22—23)

Chairman

Now we will call on Dr. Kobayashi to chair the proceedings.

Co-Chairman

Let us begin our presentations. The first speaker will be Dr. Hoyt. Please take the floor, Dr. Hoyt.

Dr. Kenneth B. Hoyt

Presentation (refer to pp. 24—27)

Dr. Lawrence A. Inaba

Presentation (refer to pp. 28—30)

Dr. Jean Pellerano

Presentation (refer to pp. 31—37)

Dr. J. B. Dupont

Presentation (refer to pp. 38—48)

Mr. Hans Z. Hoxter

Presentation (refer to pp. 49—50)

Dr. Hermann Röhrs

Presentation (refer to pp. 51—61)

Co-Chairman

Thank you for your valuable presentations. Fortunately, we have a little time for further clarification of the concepts presented. Do you want clarification of any terms or concepts?.... Has everything been clear? I myself have some question.

Dr. Röhrs, I have a question, which needs some clarification. You said the person's aptitude and aspirations are not constant but variables. Am I correct?

Dr. Röhrs

You are right.

Co-Chairman

What are the independent variables related to these variables?

Dr. Röhrs

Well, it is a developmental process and that depends on each level. At infancy, the impression of a child is different from that of the ages of 16 or 17, and I believe that's a mistake to neglect these developments. We have values to begin with the vocational guidance already in the kindergarten.

Co-Chairman

Thank you. Mr. Weingart, do you have any comment?

Mr. Weingart

Yes. I have listened very carefully and attentively to the fine presentations and I have noted that there seems to be a theme, a thread which runs through almost all of the presentations. It is something that I will be addressing in my presentation tomorrow, but it raises what I think is a problem which we must address.

Dr. Röhrs speaks of life-long service, Mr. Hoxter, the same life-long service, and Dr. Inaba speaks of a lack of follow-up, the same follow-up problem that was noted in Dr. Pellerano's presentation. And to my mind, that constitutes one of the weakest links in the vocational guidance process that faces us today.

Here is what I have seen that normally happens. All of us are associated with educational institutions and students. Assuming the institution has an adequate vocational guidance process, what happens? The guidance counsellor reviews the student's records, perhaps administers certain instruments, such as the Fukuyama Profile or other instruments. The counsellor will confer with the student several times, may meet with the student's parents to ascertain aspirations of the family of the student and discuss them realistically. The counsellor then makes some comments and/or recommendations. Once the student leaves the educational institution, for the most part, that ends the contact between the guidance counselor and the student. To my mind, that is a terribly weak link. If we are to have life-long service and if we are to have after-school contact, some mechanism must be addressed. I would like to present that problem to this august gathering, to see what suggestions can emerge. Once the student leaves, even assuming there has been an adequate guidance process within the school, how can we help this person later on in his adult life if we are to supply the life-long service that is actually needed.

Co-Chairman

Thank you. Ms. Kudo.

Ms. Kudo

Mr. Chairman, I think Mr. Weingart has perceived what is the thread, but I would like very much to hear from those who are concentrating on the aging or the adult education programs, in addition to those that Dr. Inaba talks about the people who graduate and go into jobs. Because there are some very good examples of follow-up projects and programs that are indeed implemented in some of our districts and schools. Rather than discuss what you feel is lacking at this point, could we wait until we hear from the other presenters who have programs to tell us about?

Co-Chairman

Yes, it is a very good idea. Ms. Barney, you also discussed this aspect in your presentation in reference to Act 40. I think we ought to postpone discussion on the specific aspects on this issue until tomorrow, if you agree. Do you have any other comment, Dr. Zhiltsov?

Dr. Zhiltsov

I found your presentations and discussions very interesting. I would like to share my opinion with you. First, I would like to talk about the concept of vocational guidance as a science. Vocational guidance is a method of linking actual jobs and the individual's skills and aptitude. Many panelists at this conference have talked about the harmony of these two elements, the job and the individuality of a person. This harmony is becoming harder and more intricate these days, because education, labor, production, as well as the individual are becoming more complicated too.

Furthermore, as many have mentioned, to be satisfied with your job is to be satisfied with your life. So this is a question to Dr. Inaba. For total national education to take place and all to be receiving higher education towards the 21st century, we need harmony between production and characteristics. Job selection becomes complicated because of these factors. Dr. Inaba mentioned that this problem is already considerably complicated. That is to say, education is becoming higher and more refined. At the same time, we do have traditional jobs and many people tend to choose these. How can we harmonize these two elements? Thank you very much.

Co-Chairman

Dr. Inaba, do you respond?

Dr. Inaba

Thank you, Mr. Chairman. If I can interpret correctly of what I've heard, we have a problem of saying that because of the new demands caused by technology, people are having a more difficult time in choosing various kinds of occupation, especially the young people. I think more and more, you know, we are going to be faced with this problem, and here again, it's going to take a lot of effort on the part of counsellors and I think there is going to have a lot of partnership between business and education.

As I mentioned in my paper, the partnership between education and business will become more critical as we go into different kinds of new occupations that will come about because of technology. Now, as Dr. Fukuyama's paper emphasizes, this kind of cooperation is needed and maybe this is the only way we can really solve some of the kinds of problems that we are facing in education. In many instances, education is almost about 10, 20 years behind what industry really offers in ways of new occupations, new methods, and new activities.

So I would say that we have to work closely with the people in industry and get their cooperation to help our young people in meeting the needs of their future jobs.

Co-Chairman

Thank you. Are you satisfied, Dr. Zhiltsov ? Dr. Zenke.

Dr. Zenke

The statement of Mr. Weingart concerning the significance of life-long guidance for actual situation development as far as we see in West Germany I think we have to underline but I think we should connect this statement with another aspect. I will try to explain.

In Germany, young adults without completed general education and without completed vocational training are increasingly a special problem for vocational guidance. All students graduating successfully from schools and learning occupations in professions and vocational schools, are passing through examinations in institutions of higher educations, I think this group of young adults have a wide range of chances in the field of modern occupations.

Therefore, vocational guidance for the other, the weaker group, must be integrated in this system of life-long guidance and the first need is, as far as I see it, to help these young adults strengthen the general development of their young personalities. This system of life-long guidance as an integral system must try to compensate fundamental unequalities. I suppose the situation of many aging workers is similar to the situation of these weak young persons.

In consequence, we have to make vocational guidance, along with concrete social help and assistance, accessible for life span as an integral system.

Thank you.

Co-Chairman

Thank you very much. I think Dr. Pellerano and also Dr. Drier want to speak. So I would like to ask Dr. Pellerano first.

Dr. Pellerano

Coming back to Mr. Weingart's remark, in France, vocational guidance service is given. This service begins at the middle school age and continues on to the university education level. All schools are involved in the service, at the same time, families, parents, youngsters have access to the service in terms of counselling.

Students who do not belong to a school can also have access to this service. It's an open service. All schools provide such service, not only at universities but also in middle schools and high schools. Graduates, as well as so called "dropouts", can take access to such service.

Therefore, follow up is well done in France on the voluntary basis. Thank you.

Co-Chairman

Okay, Dr. Pellerano, have you finished your comment now? But I have one question for you. Dr. Pellerano, you mentioned in your paper 'lengthening' the training period does not necessarily contribute to enhancing the student's ability to determine his or her occupation. Am I correct?

Dr. Pellerano

Yes.

Co-Chairman

I think this contradicts with what Dr. Zhiltsov has mentioned. Am I right? My job is to stimulate the discussion, so Dr. Pellerano, if you want to respond to Dr. Zhiltsov you can do so on this occasion.

Dr. Pellerano

Yes, I certainly said that the lengthening of the training period does not necessarily contribute towards the enhancement of entrance into occupation by youngsters. This is what has been confirmed in France; it is necessary to improve the level of job qualification for the sake of as many youngsters as possible. For some youngsters, however, it is necessary to inform them of other vocational training available when they reach a certain age level. We concluded that we should show the youngsters that there are ways of training other than the traditional educational system and traditional vocational training system. In other words, it is possible to enhance the job qualifications of the youngsters. It is also possible to diversify as well as to consolidate the training method at the same time. That is, these are not contradictory to each other. I just wanted to say that it is possible to develop the ways of training a group of youngsters according to their individuality.

Co-Chairman

You pointed out a future trend that educators are going to be highly educated, am I correct?

Dr. Pellerano

Please repeat the question.

Co-Chairman

I think Dr. Hoyt may have a comment in reference to what Dr. Pellerano has just mentioned. You pointed out the trend is going to be for workers are going to be highly educated. Unless the workers are highly educated, they may not be able to find proper jobs in the future, is that right?

Dr. Hoyt

If the question is, "how much education will emerging jobs require as opposed to the jobs now existing?", the answer is very clear. The new jobs being created are, on the average, going to require more education than the current occupational structure.

Now, there are two technical aspects of this that I think must be pointed out, Dr. Kobayashi. First, to speak about the new jobs is not necessarily to speak about employment opportunities. Employment opportunities are a combinations of new jobs coupled with replacement jobs, and replacement jobs are always about twice as numerous as are new jobs. That is number one.

Second, simply in a technical sense, let us talk, not about choosing jobs but rather about employment versus unemployment. Now, employment prospects go up absolutely with more education. If we take the statistics, the workers with a college degree have the lowest unemployment rate; those with some college but not a degree, next lowest, those with high school diploma, next lowest, and those with less than high school diploma, at the very bottom. They have the highest unemployment rate.

So, in terms of amount of education related to employment, that figure is also clear. Those are simply technicalities but I think they relate to a clear picture of the problem.

Co-Chairman

Thank you. Dr. Drier and Ms. Kudo want to speak, so I would like to ask Ms. Kudo to speak first.

Ms. Kudo

I just have a comment to help us understand. You asked the question about the linkage or the linking. I think Dr. Pellerano...

Co-Chairman

Linkage between what and what?

Ms. Kudo

He started out by saying —(correct me if I am wrong)—school education is getting longer and longer. However, he said, unless life-long education and school education are linked, there is no guarantee that there would be the follow-up. That was the statement he made and I accept that concept. Isn't that what you've said? And I think that was the linkage that he was talking about.

Co-Chairman

Yes, thank you. Before I ask Dr. Nishida to speak, I would like to call upon Dr. Drier to make his comment.

Dr. Drier

Thank you, Mr.Co-Chairman. Dr. Pellerano, I want to return to your paper and your concept that you dealt with which intrigued me. My question is, "In your thinking and in your conceptualization, is guidance being offered as a subject, a program or something that best serves while being integrated into the vocational academic curriculum?". Those are about the words that you use in your paper, I believe.

My question is, does your current thinking allow for the concept of vocational guidance being a body of knowledge which is separate from other subjects taught in schools? The guidance has outcomes, or requirements, or student competeness that can be truly measured on an annual basis implying that current development content must be developed, presented sequentially and reinforced over the life span.

The next question is what is the singular, best mode of delivery? It needs to occur in all places where young people spend time, at home, workplace, guidance into play and so on. And I wonder if your conceptualization would allow for that kind of thinking in any additional ideas now or later? How will you orchestrate all those different locations and environments to bring about this total community influence on current development? Thank you.

Co-Chairman

These are questions to Dr. Pellerano?

Dr. Drier

Yes.

Co-Chairman

Dr. Pellerano, have you understood the questions?

Dr. Pellerano

I would like to respond to the first question. About the program of vocational guidance, in France, presently we think vocational guidance should be mandatory in junior and senior high school. This program can be approached from two different angles. First, all the teachers become responsible for the content of the program. That is they reflect their responsibility in the curriculum program. Regardless of their specialty branch of service, teachers should be able to assist students through education. That is they should provide a necessary environment for job selection and assist them in understanding the skills they need in the future.

The second methodology approach is to formulate an animation team or whatever it is, dealing with information and guidance. This team, on the one hand, involves teachers, students, and PTA representatives, and on the other, vocational guidance counsellors and other service institution representatives. The team also comprises representatives of the industry, the second approach or methodology incorporates more specific contents, helping maturity on the part of students, regarding occupational selection, to be attained.

Students, assisted by these efforts, may be able to select the best occupation based on a realistic evaluation. From the beginning of the secondary education up to the finish or graduation of high school which lasts 7 years, this continues the orientation program. In other words, it continues with very clearcut targets, bringing about clearcut recommendations. The Ministry of Education provides 32 of guidelines to govern their activities. The baccalaureate examination is the termination point of this vocational guidance service.

Vocational guidance is assisted in a whole number of different ways. There are independent seminars. There is a concept called "majure"—"majure" means that after your graduation you can have access to special training programs. Not only when you are unemployed, but also when you want to change your job, you can take advantage of this "majure" service. Related organizations provide such service.

Thank you.

Co-Chairman

I would like to call upon Dr. Nishida. Could you take the floor?

Dr. Nishida

Mr. Co-Chairman, thank you so much. The discussion that we have heard took up the training period. Lengthening of the training period does not necessarily make it easy in occupational education and I agree with that idea. If the individual does not have the interest and potential abilities, a lengthy training and lengthy education only gives pains to the person. Such people, therefore may be given opportunities in other areas, I think it is important that we study such possibility.

In Japan, in selecting vocational courses, the students remain in the courses, until they leave the school. This accounts for one of the reasons why we have so many dropouts from high schools and middle schools. This is the question that I would like to raise.

Co-Chairman

Ms. Rangel, please.

Ms. Rangel

Thank you, Mr. Co-Chairman. This morning and on previous occasions, we have spent a lot of time considering how we help adults and young people who are looking for work or making occupational choices. Dr. Hoyt mentioned among his predictions that there is likely to be an element of displaced people at any one time. I would like to ask him or anyone else whether there is any information about the characteristics of these displaced people, because I think we spend a lot of time looking at the ones that might find some useful way of spending their time but I don't think we have started to seriously address what happens to the others. I am very concerned about this issue.

Co-Chairman

Thank you. So this is a question to Dr.

Hoyt?

Dr. Hoyt

I can answer, at least in part, that question. The 1.5 million displaced workers per year, statistics provided by the National Lines of Business, is primarily taken from workers engaged in manufacturing industries. In some of the manufacturing industries are, it is not that the workers lose their jobs, it's the jobs that have disappeared. The American economy has become much of a service economy. 90% of the new job, being created in the United States are service producing, not goods producing jobs.

Now, the significance of that for the worker is that, on the average, the manufacturing jobs pay almost twice as high wages as service producing jobs. Therefore, when a worker becomes displaced from a manufacturing job and is forced to accept a job in the service producing industry, all other things being equal, the standard of living goes down. This is related to the very rapid growth in the United States of the two breadwinner family, husband and wife both employed. If husband and wife are both employed in service producing industries, they produce about the same amount of income as one employed in a manufacturing industry.

Those occupational abilities of displaced workers are primarily in the skilled areas, although they cover the whole range. The automation and robotics have replaced a lot of assembly workers. There is no doubt about that. That's probably the largest single group, but displacements occur in professional technical occupations as well. That is an incomplete answer and we could go on that way for a long time but I am sure, Mr. Chairman, we have other questions that need to be raised and I don't want to take too much time.

Co-Chairman

Ms. Rangel, are you satisfied with that for the time being? Okay, before I call upon Mr. Weingart, Dr. Siebel wants to speak. Dr. Siebel.

Dr. Siebel

After hearing the discussions so far, I would like to take up two aspects here.

One question is, as several have already stated, vocational guidance is a question of education. Therefore, vocational guidance and counselling should be brought to the place where education is provided. As Dr. Pellerano cited from examples in France, teachers in France in various subjects must participate in vocational guidance, as a result. The problem, however that occurs there is that, as a matter of fact, experts who are capable of giving vocational guidance belong to the industry. In reality, however, they are educators and they are not specialists in industry.

What I should like to ask Dr. Pellerano and other panelists is, under such conditions, what can schools do?

The second question that I would like to raise is what kind roles information can play in vocational guidance? As you have stated so far, the volume and the diversification of the quality of information is increasing.

Dr. Hoyt has made his statement on that particular point. Thus, as we are exposed to so much information, in what ways can we be of assistance and help to students? This is my second question.

What I would like to say here is that Mr. Hoxter's statement is significant, that is, in the future vocational guidance need to be more extensive. I think this is important.

In my opinion, vocational guidance at the present time addresses not only occupation but in what ways we should treat and digest in the inundation of information. This needs to be taught to youngsters.

Thank you very much.

Co-Chairman

Dr. Pellerano, to respond. And in regard to the second question, Dr. Hoyt, would you like to respond? In regard to the third one, if you want anything to ask, please do so. Shall we start now with Dr. Pellerano?

Dr. Pellerano

I think there are three types of response possible. First of all, in what ways can vocational guidance be implemented in school system? Of course, vocational guidance is not only implemented only in the school system. It has to be a responsibility shared by teachers, and parents, students themselves and representatives of the industry, as well as experts in the vocational guidance. So the responsibility is shared by these people.

We are also concerned with long-term and short-term implementation of occupational training so that the students deepen their understanding and interest, enabling them to select appropriately. We must systematize their encounters with people engaged in jobs. We build exchange groups to enable workers at various levels and teachers and students to meet together. We provide opportunities for their meetings in which parents can very well participate. Within the school system, this is possible to implement.

Various activities are possible, various types of information can be provided and various patterns can be taken. In the first aspect of this question, then the collaboration of schools, parents and industry can be made in a dynamic way. This is necessary. Parents, as well as enterprises, can, within the school system, turn and prepare children in the direction of future occupations.

The second aspect is the psychological aspect. The problem here is, first, the pupils, students must have an overall activity together with the educational curriculum. That is to say, the teachers and the experts in educational guidance will be at the school. Their purpose is to help the young people, the students, find the direction for the types of job they want. You must give the students the ability to choose and decide towards the direction they have selected concerning their job. Try to enable the children or the students to choose their own paths. We must use all the social conditions existing.

With the last aspect, which can be accomplished in vocational guidance within school education, several activities are organized in connection with technical education. That is, the introductory courses including high-technology and new technology education are not directly connected with vocational guidance in technical training. I mean that the introductory courses can be independently organized. Thank you.

Co-Chairman

Because of the time constraint, Dr. Inaba, could you.......

Dr. Inaba

Thank you. I think I could contribute a little bit to that kind of question that Dr. Siebel has answered. Now, I agree with you. I think in many parts of the United States, especially, you know, many of the counsellors have really not been trained in vocational guidance, that's a weak area. In Hawaii, because many of our counsellors are weak in that particular area, we have the cooperation of the other agencies, like the Department of Labor. We have what we call employment counsellors coming from the Department of Labor, and they are placed in the schools to support our counselling request in the schools.

This, in essence, helps, both sides, both from the education perspective as well as the occupation perspective. Another thing that we emphasize in our state and I guess throughout the nation right now — is the concept of partnership at business. Because of the many partnerships that have been arranged with our business community, many of them are sponsoring various kinds of workshops to learn more about particular industries in the communities. In this way, our counselling call can become more knowledgeable and get more information about the kind of jobs that exist in the particular industry, as well as the kind of activities that they perform, so that they can do a better job in the schools.

This total effort is between the education community, the labor community as well as the business community. They join forces in helping to overcome some of the kind of weaknesses that we have existing right now.

Co-Chairman

Dr. Hoyt.

Dr. Hoyt

I believe I can answer part of that question. In the United States in 1976, the Federal Government established what is known as the National Occupational Information Coordinating Committee, as a joint effort of the U.S. Department of Labor and the U.S. Department of Education. It was charged with responsibility for increasing the quality and availability of occupational information. Since that time a State Occupational Information Coordinating Committee has been established in almost every state. By the end of 1987, this network of state and federal efforts were serving 6 to 8 million persons, mostly youth, at approximately 15,000 sites throughout the United States.

Now, that is the actual area statistics. The important conceptual notion is that this system has been almost 100% computerized. With the rapidity of occupational change, to put out occupational information in printed form is to ask for obsolescence. You cannot print it fast enough. If you have it on a computer, you can replace the data bank very quickly, overnight as changes occur. We now have these computerized information systems for both educational and occupational information available to both youth and adults. Now mostly used though but adults increasingly having an access to them. And these are being done at the state level with state information, local level and federal level. I think the computer has been a big step in this answer, and we are able to solve the problem because of the computer age.

Co-Chairman

What was the name of that Committee?

Dr. Hoyt

It's called the National Occupational Coordinating Committee, we call it NOICC, and we have in every state a State Occupational Coordinating Committee, SOICC.

Co-Chairman

Dr. Siebel, is that all right? Okay, then Mr. Hoxter, could you...... .

Mr. Hoxter

I would only like to suggest that ideally, in the education of teachers, there ought to be an element of skill of knowledge about educational and vocational guidance. In every basic course of the training of teachers there should be some element of this kind, in addition to which in my opinion, there should be available today in service training courses for teachers, whereby teachers could have short periods perhaps one week or one month at reasonable intervals, to be brought up to date about the development of education and vocational guidance services and how they can best serve the pupils, the parents, the families, the community, the state, the government and the total country, in terms of the potential development of the pupil as an adult citizen. I believe if that could be done, a great deal of support and help could be provided in the field of educational psychologists, careers advisors, vocational guidance advisors and the community at large. In many countries, it still does not exist. There are countries where there is provision for a great deal of work experience schemes, but teachers as yet do not fully cooperate and coordinate such schemes. If some training were provided, the teachers would have the skill, the knowledge and the self-confidence to contribute to these kind of facilities and provisions. Thank you.

Co-Chairman

Okay, Thank you. I think before we adjourn, we have two more speakers, Dr. Drier and Dr. Tatur. First, Dr. Drier please.

Dr. Drier

Mr. Hoxter spoke about training and retraining needs of classroom teachers. I would like to go back to the eloquent portrayal in your paper of the new challenges that face tomorrow's counsellors. You talked about various issues, such as the turbulance and technology in the labor market, the reduced full-time employment and increased leisure issues, reduced occupational fulfillment issues. For the masses, increased mobility and increased participation of both parents in the work force.

The fact that many of us will go through many occupations, many careers with many employers over the life span, which is a major shift. You called for the counsellors to be more politically involved in policy formation. My question is very simple. Maybe it cannot be answered now. What will tomorrow's counsellors look like? Where will they come from? It has bounced the background and experience and skill. What new training and re-training will they need? What training arrangements are necessary, nationally or internationally, to bring the pressures necessary to secure the resources to train our counsellors for the future? Thank you.

Co-Chairman

Thank you. I think this is a very important question. And if I am correct, Dr. Pellerano also raised the same point. Right? Dr. Pellerano says in his paper, "Counsellors themselves have to be evaluated."

This is very important point. Now time is getting very short, I would like to take up this issue later. Also, Mr. Hoxter, you would like to take this issue again later. Is that all right with you?

And Mr. Tatur, you want to speak, right? Is it going to be very brief?

Dr. Tatur

After lunch.

Co-Chairman

After lunch? Okay, so I think we have round up the discussion for this morning.

Chairman

So, we are going to reconvene here at 1:30. Thank you.

SESSION II

Chairman

Let's begin our afternoon session. There is something I would like to share with you before the discussion. Let me introduce Dr. Zoubarev. He is the Deputy Chairman of the State Committee on People's Education of the USSR. The Soviet Union decided to apply the F-Test as part of the educational reform, and he is so much interested in this conference, so he is here as a guest of the conference. Dr. Zoubarev, would you like to say a few words?

Dr. Zoubarev

I'm very honored to be present as an observer at the 6th International Conference on Vocational Guidance. I feel strongly my responsibility. As Dr. Fukuyama mentioned, the F-Test, which is an international authority, has been applied in the Soviet Union. At first, it was introduced in secondary education. Eventually, it'll be introduced at the level of the graduate schools. Also, Dr. Fukuyama's book is going to be translated soon, and will be published in large quantities. This will be distributed to universities, vocational training schools, and junior high schools, and I trust it will be one of their tools of vocational guidance. I believe Dr. Fukuyama's achievements will contribute to many facets of our formal education in the policy of perestroika. Taking advantage of this occasion, I would like to show our gratitude to his contribution and achievement. Dr. Fukuyama's work has been very beneficial to the development of our formal education. Tomorrow, our panelists will have presentations on how Dr. Fukuyama's method is being applied in the Soviet Union as specific methodologies in our formal education. Thank you very much for your kind attention.

Co-Chairman

Now, let's formally begin our formal afternoon session. We would like to continue the discussion. I think Mr. Hoxter and Dr. Tatur were going to speak, but Mr. Hoxter wants to have Dr. Drier repeat the question which was addressed to Mr. Hoxter.

Dr. Drier

Mr. Hoxter, as you remember my comments in relationship to the discussion about the training of teachers to play significant guidance roles. I was struck with your portrayal of the new challenges facing tomorrow's counsellors, such as the increased technology and turbulance in the labor market; sexism; the racism that still prevails; reduced full-time employment and increased leisure time; reduced occupational fulfillment that will be facing the masses; increased mobility in the effects of event; increased participation of both parents and the work force; the fact that, many of us will have many occupations, many employers, many jobs in our future; and you also called for more aggressive political involvement on the part of counsellors.

My question is, given that context which I support, what will tomorrow's counsellors look like, where will we find them, where will they come from and what new training or retraining arrangements will be called for both on the national and international scene?

Mr. Hoxter

It seems to me that this question falls into two completely separate parts. One relates to the future role of the training of the teachers, our philosophy of teacher training in the 21st century. The second part of the question refers to the training and in-service training of guidance and counselling personnel.

Now, to respond to the first part, I cannot help feeling, having been an educational guidance advisor for about 40 years, that the role of the teacher in the school in the 21st century will be substantially different from the role of the teacher in the past 50 years. The teacher, in my opinion, will form part of a social network and will require preparation for this role of his responsibility towards the pupil, his parents, his family and society at large. And for that, he will require a preparation rather than different from what he has benefitted from in the past.

In the time of my parents, they went from school to university, the colleges of education that trained as teachers and they became effective teachers in any group of subjects. If they would train in the 21st century, one would hope they would train quite differently. Ideally, I would like teachers with developed potential, and such features, as these first of all, after leaving school to have experienced a minimum of 1 year of work; to have taken an average job and to have experienced how the mothers and the fathers of those prospective teachers have to work to earn a living. After having had practical working experience full-time, successfully, for a minimum of 1 year, they would be considered for training in the appropriate college.

I would hope that educational psychology, studies of child development, studies of guidance and counselling would form part of the basic equipment which every training teacher would require. I would hope that this would orientate the teacher in relation to social and community responsibilities. Once in his job, I would hope that after 2 or 3 years of practical work experience in the classroom, that teacher would be able to go away full-time, seconded from his school and be trained as a guidance counsellor for his or some other school.

During the year of absence, he would be orientated to learn, amongst other things, about the world of work. After returning to his school or another school, I would hope that that teacher would be enabled to return for in-service training at a minimum of once every 3 years and would be enabled to have periodic opportunities to interchange information and experience with other school counsellors of his own province, city or town.

That scheme, I would hope, would be so widely applied that each and every child would have an opportunity to be able to identify within his own school, one person at least, with whom he could relate about his own personal, social, educational learning needs. I consider that the in-service training of these teachers would be absolutely cardinal to his future job and professional development and I feel sure that it would make a major contribution to the life of each and every school.

With regard to guidance counsellors, similar to many of my colleagues here, I have trained guidance counsellors, and I personally think that that training will have to undergo remarkable change in the 21st century. I do not think that it is valid any more, in the next 25 or so years, that a guidance counsellor could be acting as a person working in isolation away from a school; in isolation away from employers; in isolation away from the labor administration.

To me, essentially, the guidance counsellor is a bridge. His job is to fill the gap, if there exists any such gap between the school on the one hand and the world of work on the other. In my opinion, that priority for such a man or woman should be essentially the client, whether the client is the youth, the child, or the adult. That his training should be such that one moment he can give help and support to an unemployed woman, the next minute, he should be able to give support to a probation officer who has to deal with a difficult delinquent kid. He should be a highly adaptable person and he should be able to apply his insights, his skills and his knowledge to a wide variety of human needs. His in-service training will require him to go back to his or another college and to obtain advanced training, not just in merely interviewing skills but how to improve the whole repertoire of his knowledge, confession and otherwise and to enable him to grow as a human being and become more valid and more effective in support of the society in which he will function. Thank you.

Co-Chairman

Thank you. Dr. Tatur.

Dr. Tatur

Regarding this question of the counseller's role and training, let me express my own view. At this conference, the following opinion was expressed and I agree with that opinion. Counsellors are required within the framework of formal education. However, after the graduation, throughout a person's life, he or she when selecting the proper occupation, may not consult counsellors. Therefore, let me make the following proposition.

My proposition goes as follows. After graduating from a university, a youngster, if he so desires, may be able to choose his job on a voluntary basis, taking his own initiative. Based on the knowledge he acquired during college he may be able to make his own choice. Anyway, the initiative should come from him. Guiding him that way is vocational guidance in the 21st century.

Thank you.

Co-Chairman

Do you have any other comments? Dr. Zenke?

Dr. Zenke

If I understood Mr. Hoxter correctly when I think of fulfilling all these mentioned tasks, counsellors would be overwhelmed by all the problems. I think a single person, for instance, in West Germany, could not know and could not manage to isolate the different possibilities of help, of advice and assistance for his clients. So we try in Germany to find ways of cooperation; vocational guidance, social guidance, family-help systems and so on. Because we have a very different system of social laws and so on, a single person couldn't manage this system alone. Therefore, I think the vocational guidance in the future should be one part of an integrated system of advice and help and not an isolated institution such as, for instance, up to now we have in Germany. It is an isolated institution in our labor exchanges, and this is a wrong way to do it. We should have a connection between schools and social institutions and the labor exchange and so on. Thank you.

Co-Chairman

Dr. Hoyt, please.

Dr. Hoyt

I hope this is a contribution to the discussion. It bothers me and it continues to bother me how we should prepare career counsellors, vocational guidance specialists. The basic question is what should be the counsellor's specialty—the discipline, or the individual? If we look at the problems now facing the United States youth and adults, we do have some counsellors called "drug counsellors", some called "alcohol abuse counsellors", some called "sex therapists", some called "educational advisors", some called "career development specialists" and so forth. There is a counsellor for almost every kind of problem you would want to name.

What we know about theindividual, though, is that the individual is not separated into these compartments. The individual is a whole individual. The counsellor ideally should be able to deal with that individual as a total human being—career problems, educational problems, family problems, social problems—and ideally I would like to see the counsellor be a specialist in a certain number of children, say, 100 children or 200, not in career counselling or drug abuse counselling but in the children, and be able to handle all of the problems that come to the children who are under that counsellor. This would be ideal.

The problem that we have is the knowledge explosion. There is too much to learn now. If you look at the demands of career development counselling, it is getting very complex in terms of appraisal devices, in terms of career information services, in terms of career decision making, in terms of the intricacies of new placement approaches.

The same is true for substance abuse, the same for teen-age pregnancies, dropouts, runaways, suicides. These are all getting to be very complex problems and there is a tendency to specialize in the discipline rather than in the person.

I raise it only because I think it is a problem worthy of discussion. My personal preference is to specialize in the youth I serve and handle all of the problems of that youth, but that is getting harder and harder to do.

Co-Chairman

I think Dr. Zenke should respond to this.

Dr. Zenke

A short response. I agree with you. The young person must be our aim and the cardinal problem, but you mentioned the other side of the problem. We must find the golden way to solve both problems, I think.

Co-Chairman

Dr. Dugger?

Dr. Dugger

I have two questions, one to Dr. Röhrs and the second to Dr. Dupont. Dr. Röhrs, in your paper you said that in intellectual terms, the development may be seen as a progression from the discovering mind through the inventive mind to the planning mind. How can we, as people in vocational guidance, work during the formative years in helping the child to be a problem solver, be adaptable to change and know how to not only adapt to change but to put change into a positive aspect in our lives?

The second question is to Dr. Dupont. How can we, in vocational guidance, work towards making that adaptability a major part of general education, not just vocational education?

Co-Chairman

Dr. Röhrs, would you like to respond to this?

Dr. Röhrs

I would like to say that I was taught by Dr. Fukuyama. That is, vocational guidance is being forgotten in schools and it is being referred to in Japan. This is applicable in Europe as a specialization is going on in European society. The same thing applies. It is true of Europe also. Not specialized occupational guidance but as a motor to help humanity's importance for human beings, so vocational guidance should start at the kindergarten level and should be addressed in society.

Co-Chairman

Would you like to continue, Dr. Röhrs?

Dr. Röhrs

Culture in general is believed to be formed within school. In school they establish general educational objectives. As its special objective, we establish goals for education on the basis of cooperation with industries. In West Germany, there has been a close connection between school and industry in the realm of vocational guidance. It started at the time of World War I. Students, six months before graduation, receive vocational training to experience work life. I heard, in East Germany, they have the same policy in the form of poly-technical education.

Regarding training of teachers, as Mr. Hoxter said, this question cannot be dealt with by only a single teacher, I would like to take into consideration Dr. Zenke's criticism and make this statement. This concludes my statement.

Co-Chairman

Dr. Dupont, Dr. Dugger asked a question to you, too.

Dr. Dupont

The first question is the program in general education for students. I think it is not necessary to have only one system. We have perhaps two, three, or more systems, and it is possible to have, in programs, a special part about vocational preparation, vocational development, and so on. It is felt that it is good if teachers can participate, but I don't think the way Mr. Hoxter does. I don't think it is possible to give all the responsibilities to educators. Educators have not adequate preparation or training to do the whole job of vocational guidance. In my opinion, it is very necessary to be specialized in vocational guidance. These counsellors must have training for three, four, or five years, the same as, for example, a medical doctor or a teacher. That is my schematic response to you.

Co-Chairman

Dr. Dugger, are you satisfied? All right. Then I would like to ask Dr. Siebel to take the floor.

Dr. Siebel

The discussion up to now was many-faceted and many problems were raised. How can vocational guidance be effective and, at the same time, how can we join hands with all the formal educational factors? We, in GDR, have experienced that the two suggestions raised here need to be followed both at the same time. First, vocational guidance should bebuilt into all the educational curriculum. You cannot divide an individual into pieces.

On the other hand, it is also necessary to have experts on vocational guidance, and I have two experiences I would like to mention. Since 1982, in GDR, the teachers' training was lengthened by one additional year. Of course, they are still students, members of the college. These students should go to the schools where they will be serving in the future. There, they meet other teachers with abundant experience, so these college students learn about vocational guidance, vocational education, and how it is useful to the formulation of human character. How effective this one-year extension of study has been, I cannot tell you yet. However, we believe that those student-teachers who will be graduating in 1989 will be much better teachers, due to their additional training, than the traditionally-educated teachers.

The second result I want to mention is that in 1986 the government of GDR issued a law regarding vocational guidance. According to this act, various aspects from all corners of the society will be involved in vocational guidance, and a new policy is mentioned in the act. It stipulates the role of the enterprises and industries and that of the schools, the universities, the specialty high schools, and the vocational guidance center's role. Furthermore, the central/local governments' roles in relation with vocational guidance are stipulated in this act. Of course, I cannot explain the act in detail here.

However, many of you may wish to read that act, and if you desire so I will give you copies.

Dr. Pellerano

In the year 2000, the purposes of schools will probably change. The purposes of schools will not be just to give school education and vocational education alone, but by tying up with the enterprises and the industries they must fulfill additional social and vocational responsibilities. The students must understand this new aspect of industry. So the contents of education will be changed in the year 2000, and also the relationship of education; that is, the human relations between teachers and students will change. As a result, the teacher himself must realize that the curriculum he will use is going to change. Education is going to change in substance and, of course, the materials will change. It will be a more dynamic and active method of teaching towards the students, who should be motivated so that education will be more meaningful and effective.

We are actually working towards this aim. We want to change the programs of education, also to retrain the teachers. In this direction, we are exerting much effort as of now. So to the teachers, we must tell them how they can assist the students, how they can prepare the students better for their future vocation. We must teach that to the teachers.

Another point that must not be neglected is that we do need specialists in guidance. We need specialists who have received 4—5 year long education in the field of psychology, economy, pedagogy and society and who are able to work as specialists in vocational guidance. They must learn all these aspects and become a specialist of vocational guidance.

There are two merits for this. First, they can directly approach the teachers, to develop a higher level of student appreciation, and evaluation. Second, they can offer better service to the schools, providing help to establish effective vocational guidance. The specialist can directly act as counsellor by associating with the students, parents and family. He can concentrate all these contacts to one point, vocational guidance. This kind of a specialist working at a school is very important. The service he offers may be an outside service to the school, but some kind of an exchange relationship should be established so that he must have sufficient information on hand all the times so that he can give appropriate training to the teachers whenever called for. At both the working place and the schools he must become a bridge. I think the merits of such a counsellor are quite different from the actual teachers.

Teachers change year by year, but a specialist counsellor will be on a continuous basis, in constant touch with the educational institute of the students and he can continuously follow up. If one student lives at the same locality for years, this counsellor, if he desires, can continuously offer that student advice through the secondary education. I think this will be an evolution which will be most desirable.

Co-Chairman

Mr. Weingart?

Mr. Weingart

Thank you. I would like to make a brief comment on the topic that we are discussing right now. We have been talking about how we can best prepare people to become effective vocational guidance counsellors. Now, at the risk of over-simplification, I would like to bring together some of the points made by a number of these discussants at the conference here today.

Clearly, the vocational guidance counsellor must know the child. He must know the student, must know his abilities, his intellect, his ambitions, his skills, his liabilities. Here, for example, the use of the F-Test is a prime example of informing vocational guidance counsellors as to these aspects of the student. But knowing the student is not enough. The other aspect is he must know the world of work. He must know what exists outside —what opportunities exist, what opportunities are being foreclosed, what is diminishing, what is expanding, what exists in the world of work— and then he must try to match this child that he knows with the world of work that he knows.

The successful vocational guidance counsellor will be able to do that. If we recognize these two aspects of the vocational guidance counsellor, we can train them in order to perform those functions. One is an academic type of training, another is a business and experiential and outside schoolroom type of training. These are the two tracks on which we must run, if we are to have successful vocational guidance counsellors.

Co-Chairman

Thank you. Ms. Barney, could you take the floor? And then I will ask Dr. Nishida.

Ms. Barney

Yes, thank you. I just wanted to underscore the comments made by some of the panelists earlier about vocational guidance or career development being more than just a body of fact. We are really dealing with individuals who have specific skills, hopefully specific potentials and very special interest. I suppose what complicates the issue about who should be doing what is that it's not any one individual, any one person or position's responsibility. We have a fairly good idea of what kinds of help needs to be provided. I think we have to take a look at how best we can provide this in a more cooperative and collaborative effort, rather than simply saying it's the guidance counsellor or just the teacher or just the parent. I think it's everybody's job.

Co-Chairman

Thank you. Dr. Nishida?

Dr. Nishida

Vocational counsellors and their training are being discussed. Counsellors have to familiarize themselves with the reality of the industry. I agree with you more in this respect.

However, prior to that there is another important thing. That is, all classroom teachers should be counsellors. They have to have the initiative to work as counsellors. Those teachers teaching subjects related to skills and labor-related subjects should specially play a very important role as counsellors, in addition to their academic role, because vocational guidance is not just a branch of education but, as Dr. Fukuyama always mentions, is the very basis of education. In other words, all teachers should play a very important role actively when it comes to the selection of jobs on the part of students.

In the field of vocational guidance they should not separate the job responsibility of teachers and counsellors completely. That is, the vocational counsellor should not only be in charge of consulting on job selection and the teacher who is in charge of a subject, for example, a math teacher, should not only take care of teaching his/her own field. This is a very important point in vocational guidance. Without this in mind the task of developing vocational guidance will become complicated in the 21st century. Thank you.

Co-Chairman

Any other comments? We still have some time. In that case, I think we would like to go back to some of the presentations made this morning. Dr. Inaba mentioned it could be extremely useful to establish some kind of cooperative programs between schools and industries. Maybe we could focus our attention for a moment on this issue. I would like to know what kind of specific methods can be suggested to implement such programs. Dr. Inaba?

Dr. Inaba

Thank you. When I made my comments I was looking basically at what we do in America more than some of the other countries. I think some of the countries in Europe and even Japan do a better job of working with industry. They get industry's cooperation with the counsellors to help students become better placed and have better follow-up activities. Nevertheless, I think it's very important, and I know that it's difficult. In America, whenever we try to do anything new or try to give more jobs to the counsellors, we have to think about unions. Any time we have any kind of addition to teachers' or counsellors' job description, you have to work with the unions. Naturally, if we go outside of the education system and start to work with industry this will entail a little more activity on the part of the individuals. But I think, however, that having cooperation from people in industry so that individuals can get more job satisfaction as well as profiting the people from industry, profiting from having the individual becoming more productive, are really worth-while goals to pursue. This is basically what I was trying to get at. It's difficult but I think we should pursue this line of activity wherever possible.

Co-Chairman

Dr. Hoyt?

Dr. Hoyt

The term "partnerships between business and education" was invented during the career education days of 1972 and 1973 in a project that I founded while I was Director of the Office of Career Education. I have followed it very closely since that time.

The key concept is to distinguish between an arrangement that one would call "cooperation" versus an arrangement that one would call "collaboration". So long as we have a cooperative arrangement between business and education, then the problem remains the school system's problem. Business cooperates with the school, but if the youngster is helped in vocational guidance the school gets the credit. If the youngster fails to get help the school gets the blame. In collaboration that is not true, and it is collaboration that I have sought in partnership efforts. Collaboration means that we share three things: First of all, we share authority for the program. Business has a voice, education has a voice. Second, we share responsibility for the program. Third, we share accountability for the program. If it doesn't work, business gets some of the blame. If it does work business gets some of the credit.

I am very interested in the concept of collaboration. I am especially interested because of my strong feeling that we have spent far too much time in this field worrying about who is going to get the credit for helping and not nearly enough time worrying about how much help is to be given. If we give enough help everyone will get the credit they deserve. That is all they should ask, that is all they should receive. We should worry about how much help comes to the youths, not who gets credit for providing that help. I think it's a very important point.

Co-Chairman

Thank you. Dr. Drier?

Dr. Drier

I would like to expand both on Dr. Inaba's paper and also the additional comments just recently made. Dr. Inaba, being a believer in the principle that vocational guidance needs to be offered to people, beginning much earlier, I think in your paper you forward the proposition that we need to extend well into the adult work life and non-work life. We have firm data to suggest that, when properly organized and delivered, guidance does the things we're talking about. As a policy maker, as a director of vocational education that has been forwarding this concept for some time, what will it take from a state, or from a federal policy position, to receive the manpower and the training resources necessary to fulfill the discussion we're having here?

Dr. Inaba

Together with this concept of expanding and extending, you talk about needing a lot of resources, I think it is going to mean just a refocussing of some of the kind of things that we presently have going. A good example is the career education movement which emphasizes K-12 or birth to death education. It really means that at an early age, even from the elementary school, the children should be aware of career awareness, and I think ever since Dr. Marland presented this notion, way back in 1973, the United States has been moving towards that. I think it was at that time that every teacher was given the responsibility of taking some part in expounding on the "career education" concepts.

Now at present, especially in the United States, the average age of the work force is about 32, if I remember correctly, so we know that these adults, are the ones that are right now the majority in the work force. As our work force ages we are going to have to concentrate more on giving these people the kind of help that they need, especially when you have things like companies going out of business or people trying to get into a different kind of life style than they presently have. More and more I think this is the population that is going to be needing a great deal of help, as much as what we have provided for the youth at the present time.

Co-Chairman

Thank you. I think time is getting short and we must move on to the next session. The presentations are going to be made by Dr. Drier, Dr. Zenke and Dr. Hiroi, in that order. So first I would like to ask Dr. Drier to present his speech.

Dr. Harry N. Drier

Presentation (refer to pp. 80−94)

Dr. Karl G. Zenke

Presentation (refer to pp. 95−97)

Dr. Hajime Hiroi

Presentation (refer to pp. 98−101)

Co-Chairman

Mr. Chairman, we still have a few minutes left. Dr. Fukuyama himself will now speak.

Chairman

Very interesting discussions have been going on since this morning, and I would like to express some of my opinions. If I compare vocational guidance and vocational follow-up to a first marriage and second marriage, the first marriage is vocational guidance and the second, vocational follow-up in the field of vocational guidance. That is, as the first marriage is different from the second marriage, vocational guidance is different from vocational follow-up. One finds a wonderful partner and tries to lead a happy life with the partner in the first marriage. On the other hand, in the second marriage, one has failed the first marriage because of unforeseeable problems and tries to go into the second marriage with the first marriage experiences in mind.

Vocational guidance, right from the beginning, stipulates what a person should be in his life. Then, when should we start the vocational guidance with this background? The answer is very easy, I think. If you have a three-year old grandchild or a child, it is easy to understand what I am going to explain. When a child becomes three years old, he or she will express his or her liking and act as he or she pleases. If you force the child to do something he or she doesn't want to do, the child becomes insubordinate. Sometimes the child cries or behaves violently to show resistance. This phenomena is true for any child. Anybody knows that this is an obvious phenomena even without consulting the knowledge of science. I trust this is the time we should start our vocational guidance. That is, we should start it when a child is in kindergarten.

As I stated before, a child clearly shows without any hesitation what he or she wants to have or wants to do. And the way he or she shows resistance is somewhat different according to personality. However, one eventually becomes physically grown up and the mental age matches the physical age. So when a person becomes 15 years old, one should be able to decide what kind of person one is going to be as well as how to live. It is essential to guide students to find out about the self between the ages of 12 and 15. We should consult and lead, so that the student will be able to find out what he or she wants to do in the future. This is the objective of vocational guidance.

One should confirm oneself in what one wants to do. If one can find a job one likes, with the ability and the job's requirement in mind, and do that job, this person is very fortunate. But, of course, there are many situations and conditions in the job place. There is the hierarchial situation, the ups and downs. All of this must be stabilized, so even if one does get a suitable job, one may not be able to advance. If the person can advance, then he or she gets true independence. From the view point of labor management, this means the company's productivity increases.

Of course the teacher's advice is important, but I believe the counsellor at the work place will play a more crucial role. Of course there is a fundamental difference between this type of vocational guidance and the vocational follow-up for those who lose their jobs. Even in this kind of vocational follow-up, we should take the same steps as we take for vocational guidance, or at least, try to follow the same steps. I just wanted to point that out. Thank you very much.

SESSION III

Co-Chairman

The first paper this afternoon will be presented by Mr. Weingart. I will call upon him.

Mr. Marvin Weingart

Presentation (refer to pp. 102—106)

Ms. Evangeline K. Barney

Presentation (refer to pp. 107—110)

Ms. Merlin Rangel

Presentation (refer to pp. 111—115)

Co-Chairman

I think we can start our discussion on these presentations. Do you have any comments? Dr. Drier? Is there anyone else who wants to comment on any of the presentations?

Ms. Kudo

Mr. Chairman, may I raise a question? I would like clarity or clarification. I may have heard it wrong, Dr. Drier, but I thought you said that vocational guidance can be delivered only by professionally certified vocational guidance counsellors. Programs and services are to be delivered only by professionally certified counsellors. I want to ask if that is what you really said.

Co-Chairman

Dr. Drier?

Dr. Drier

Yes. I'm pleased that you raised the issue because that's the furthest from my conceptualization and belief. What I mean by delivery of career guidance services, is that the counsellor to me is the engineer for the delivery, the quality control and the evaluation of guidance services that are provided through a whole network, including parents, and many of the people we've talked about here. The point I wanted to stress, and maybe I used the wrong terms, is that I want for my children the comfort of knowing that a professionally trained and retrained and experienced counsellor is in charge of that movement, and is there to make sure that information is carefully interpreted, that career planning and decision making conform with occupational opportunities and the realities of their decision making and plans.

Co-Chairman

Thank you. Any other? Dr. Tatur?

Dr. Tatur

I am not quite sure whether I heard correctly and understood in translation, so I would like to confirm. What Dr. Drier said was, number one, about vocational guidance and development of individuality and their mutual relations, and, number two, the demand or requirements in society and integrating these two. He referred to the relation of integration of these two elements. That is how I understood through translation.

Co-Chairman

Dr. Drier?

Dr. Drier

Mr. Chairman, that is a correct translation but the only caveat or summary comment is that the security I want as a parent and as an educator is that integration of what my children, what youth need, what they desire, their ambitions, and their connection with the realities of work and other community options, other roles that they are going to play — that all this be orchestrated and controlled by professionally trained people, not delivered in the true sense.

Co-Chairman

Are there any comments? Dr. Drier?

Dr. Drier

If I may, Mr. Chairman, I would like to go back to the comments of Dr. Röhrs and Dr. Zenke. I thought maybe I picked up a difference in philosophy or maybe it's just a difference of perspective, but it has to do with the role of the parent.

Turning to Dr. Röhrs first, you dealt with the issue that there is a significant decrease in the amount of parent influence in the career decision making and actual planning of our young people.

The second point is in Dr. Zenke's presentation. You indicated that parents are the most influential partner in career decisions. I believe in that philosophy very strongly. My question is if one believes that the home and one's parents should remain as a significant influence on the career planning and decision making of their youngsters? That's my question.

Co-Chairman

Dr. Röhrs, do you want to respond? Then Dr. Zenke.

Dr. Zenke

I suppose the difference between what Dr. Röhrs said and my information depends on how old the students are. I think during comprehensive school time, the parents are the most influential partners in career decision making of the students. I know this information from the social sciences. Maybe there are new investigations but I don't know.

I want to underline for all students that the choice of career, in connection with changing social or cultural roles, involves an important role for parents — for instance, in the case of children of foreign workers, or female workers, especially. The school, therefore, must try to have more cooperation with parents during comprehensive school time. When students attend institutions of higher education, they have more power for their own decision-making. But most of our students have to decide when they are 15 or 16 years old, a time when the parents are the most influential partners for these students. We should, therefore, try to cooperate with them.

Co-Chairman

Thank you. Also, I think Dr. Dupont emphasized the importance of parents' influence in the vocational guidance process.

Dr. Dupont

About the role of parents, yes, I think like Dr. Zenke it's very different at different ages, and perhaps at 14, 15, it is important, but also at 20 or 25—there is a difference. I think the principal influence of parents is at the level of planning, and perhaps there is the possibility for the pupil to choose a direction, medicine or engineering, etc. The influence of parents is probably at that level of qualification.

Co-Chairman

Is there any other comment on the influence of the parents or the vocational guidance counsellors?

Dr. Röhrs

In Germany there is some new research on junior high school and senior high school, the gymnasium. The parents are always oriented by their own individual experiences, their own profession. They have not a broad perspective about the field of professions, and that's a mistake when they are advising. The counsellor knows the current developments and is, therefore, more important.

I would like to explain this from three viewpoints. Parents' opinions are based on their experience and their professions. Those are greatly influenced by them, and whether the parents have been successful or not has been regarded as absolute. So our research starts there.

What is essential here which I would like to state, that is related to Mr. Hoxter. There should be in each school at least one counsellor and that counsellor should be qualified. This qualified counsellor should give advice to teachers on vocational guidance, but excessive specialization would involve various problems and issues and, therefore, all teachers cannot be made specialists. Therefore, it is important that you try to train all teachers to become, to a certain degree, a specialist on vocational guidance.

From the total viewpoint, who should be given priority cannot be said. Parents, as well as teachers and counsellors, are all playing important roles, so they should be completely knowledgeable as to the advice that they give. In doing so there is created an image of a profession. Thank you very much.

Co-Chairman

Dr. Siebel, is your comment related with what we are discussing now? We are talking about the influence of the parents in the vocational guidance process. Then, please take the floor.

Dr. Siebel

We are standing in front of a very difficult problem. This problem is being studied in GDR and a very big parental influence is rendered when selecting a vocation. The students themselves feel that the influence is strong. Whether it is objectively so or not we don't know. What is decisive is whether it is objective or not, though students and children feel that, so the problem is with the parents themselves choosing a vocation, do they want to get advice from others or not. To help the children, what kind of advice is available for the parents? I would like to discuss this.

Co-Chairman

Then Dr. Zenke, I think we would like to adhere to this topic for another two or three minutes, so is your comment related to this?

Dr. Zenke

Only a short comment to this topic. The influence of the parents does not only concern the level of education and plan for the future of their own children. In Germany we have seen that more and more parents help their kids to find apprentices' places in their own firms, in their own companies where they are working. This is a new phenomenon, and I think vocational guidance has to see it. A special connection, parents try to give their own kids a job in their own company. This belongs to the problem to find appropriate places for the kids. Maybe in a few years when the situation changes there will be a new connection between parents and children, but up to now we have seen this development.

Co-Chairman

Okay. Dr. Pellerano, are you going to also talk on this issue?

Dr. Pellerano

Yes, I am. I am in agreement with Dr. Dupont. The parents' influence especially in selection of vocation is very important. In particular, education, learning level is very important, but the parents' role is at another level. That is the required standard or the cooperation as a parent. What kind of cooperation can the parents offer the school? In France we are studying the subject and we found that parents, if their demand to the school is stringent, tend to cooperate more. If their expectation of the school is high, they cooperate, and through such cooperation the schools then can implement these demands. So if the parents' demands are high, as most of these parents are belonging to a higher class of the society, they should approach the school with the same high expectations.

The second point I have is the relationship between the teacher and the parents. As far as vocational guidance is concerned, it is not neutral. The parents know a lot about the subject. The parents realize that the teachers are evaluating and examining their children, and as a result the teacher is playing a very important role in the selection of vocations. The parents and the guidance counsellor's relationship is therefore important.

The guidance counsellors, of course, are not the teachers. The relationship between the counsellors and the parents requires a large space of freedom, that is to say the child's future must have something in addition to the relationship between just the teacher and the parents.

Co-Chairman

I would like to ask Dr. Hoyt to take the floor, and then Dr. Röhrs.

Dr. Hoyt

I have listened to this discussion with very great interest. It is of prime concern to me. Research in the United States over many years has found over and over again that the influence of teachers on career choices of students is about three times as great as that of counsellors. The influence of parents is about five times as great as that of counsellors. What I would like to say is that is how it should be. The parent's life will be influenced by the vocation his children follow. The counsellor's life is not influenced by that decision, but the parent's life is. Now, the function of the counsellor is not to give advice on vocation. It is to provide the individual with the information and the basis for the decision making that the individual will do.

Since the teacher influences the youngster and the parent influences the youngster, for me the proper counsellor role is for the counsellor, with his vast increase in information, to share that information with the pupil, to share that information with the teacher, to share that information most of all with the parents, so that in the long run we hope the individual pupil will make his or her own decision. That is our goal. But if we are going to be influenced, if parents are going to influence them, if teachers are going to influence them, then the counsellor's role is to help make that influence a positive one, not a negative one, to broaden the basis for the influence, not to narrow it, and I feel very strongly that the parent's role deserves to be the strongest role. My children are age 40, age 36 and age 34. What they're doing with their lives now influences me very greatly, and I had something to do with what they decided and I had a right to.

Co-Chairman

Thank you. Before I ask Mr. Hoxter to take the floor, I would like to ask a question to Dr. Hoyt. How can you quantify the influence of the parents in the vocational guidance process? You said the parent's influence is five times greater. How can you quantify?

Dr. Hoyt

Yes. Through survey research with pupils. When you say what decision did you make, and then you ask the question who influenced you to make the decision. When you ask them that question and you put parents, teachers, counsellors, you get the response.

Co-Chairman

By means of questionnaires, you could establish this?

Dr. Hoyt

Yes, yes.

Co-Chairman

Then, Mr. Hoxter. I assume your intervention is related to this topic. We would like to stick to this subject for another few minutes.

Mr. Hoxter

My field work has been entirely in unskilled laboring working class areas of London, and my experience, therefore, of working with parents—and when I refer to "parents" these are unskilled laboring parents—I have had experience in the following phases of parent-guidance counsellor cooperation.

First of all, in the field of the preparation of education and vocational guidance, I have found that in those stages and in those numerous evening meetings which my staff and I held in all parts of our area, which was the East End of London, the attendance of parents was very high indeed. Parents made great sacrifices in losing time from work, in paying out money for fares, in going to considerable inconvenience to come in the evenings to be present at the preparatory meetings of education and vocational guidance.

Subsequently, we held sessions in the schools, when every boy and every girl in the whole area was interviewed for the purpose of education and vocational guidance. The participation of working class parents was equally high as in the preliminary preparatory stage, and a huge number of working class parents, unskilled laboring parents, took time off from work, losing precious wages, to be present at the interviews of their boys and girls and thereby consistently showing their commitment, and their interest and their participation in this process.

In the third phase of this work we provided a placement service, and parents were eagerly awaiting the outcome of the interviews which their boys and girls had obtained with the help of the education and vocational guidance services with employers, colleges of technology, and other institutions of higher education and employers. The participation of parents was at an absolute maximum.

And then came the fourth phase, which was the phase of follow-up. A large number of parents responded to our letters of inquiry on how the process had been completed and whether their boys and girls were satisfied or not, were they happy or not, in the process which they had participated in, and had they settled down or not, had they obtained all the information, all the advice which they required in terms of their further or higher education. The response was very high, indeed.

So all I want to do here is to pay tribute to unskilled laboring working class parents whose rate of participation in the guidance and counselling process is at an absolute maximum in an area of social deprivation. Thank you.

Co-Chairman

Thank you. Dr. Röhrs.

Dr. Röhrs

With reference to remarks by Mr. Hoxter and Dr. Hoyt, in my opinion there are two elements, namely the subjective element and the objective element, and these two should be differentiated from each other. Most children of up to 15 years of age, when you ask them who is most influential in terms of job selection, will say the parents.

The interview was conducted in a critical manner. The youngsters replied that in terms of job selection the parent's influence counts the most. Also their evaluation of professions does not go beyond the framework of the values of their parents.

Furthermore, the teachers and counsellors provide information to the student, so the influence of these three parties, should be evaluated in an objective manner.

Co-Chairman

You have to evaluate the effectiveness, and Dr. Hoyt, do you have any comment on this? I think Dr. Röhrs has pointed out there are two kinds of responses.

Dr. Röhrs

Subjective and objective.

Co-Chairman

Objective and subjective. How could you differentiate these two kinds of responses?

Dr. Hoyt

Well, I'm not exactly sure what he means by subjective.

Co-Chairman

Yes, but it is a very interesting point.

Dr. Hoyt

I am not exactly sure. It is a very interesting point, but when you want to talk about who influenced the decisions, the prime person to ask is the person being influenced. That is the one who will know, and in the long run you could say who influenced him to do this and then follow it up for ten years. But that is not very likely.

Co-Chairman

Okay. Ms. Rangel.

Ms. Rangel

Thank you. I just want to make a comment on Dr. Hoyt's remarks about parental influence. I agree that parental influence in occupational choice is important. I'm afraid I don't agree with his reasons. I don't have a family to support my argument in the way he has, but I have to say that in support of my comment here I don't think the issue is about how choice affects the parent or the counsellor. I think it's to do with how it affects the person who makes the choice or whom the choice is about.

In my experience, I have to say that parents don't always have the up-to-date occupational information, particularly about new training opportunities and new jobs. And, secondly, I don't think they are always realistic or objective about their children's ability. Now, it's all right if they make a choice and their child succeeds. It's not all right when they make a choice and the youngster fails, and in my experience I have seen enough youngsters who have chosen to go along with their parental choices and haven't succeeded. So I think there is a need for the counsellor's impartial guidance as well.

Co-Chairman

I think what Ms. Rangel has just mentioned is related with Dr. Hoyt.

Dr. Hoyt

I would not disagree with this at all. I said the counsellor's role is to give the parents more information so that it would make them better, more positive influences, and that I think is exactly right.

Co-Chairman

This is a very interesting issue, but because of time constraint I would like to move on, so I would like to ask Dr. Nishida to take the floor.

Dr. Nishida

Still on the same subject, the influence of the parents, evaluation, objective one, there is the F-Test to do exactly the job. The F-Test includes parents' job descriptions. Several years ago, Dr. Fukuyama made a survey on 10,000 junior high school students to study correlation between the parents' jobs and children's job selection, and I did the analysis thereof and, roughly, the result was as follows. When it comes to parents of professional occupations like doctors, teachers, etc., the children would prefer to be doctors and teachers. Merchants' sons or children would prefer the same profession — merchants. The children of people engaged in craft-oriented occupations, say, craftsman, carpenter, etc. would prefer that type of jobs.

But there is one negative tendency. That is children of farmers. Very few of them responded they would prefer farming industry. This, I think, is deeply influenced by very poor quality farming policy in Japan, and this tendency still persists in Japan.

Another point is the willingness to take over their parents' job. The Bible goes as follows: There were two brothers. The elder was asked, "Are you willing to take over your father's job?" and he said "yes", but the younger son said, "no". Finally, the elder brother did not take over the father's job, but the younger brother did.

I think this was made into a movie in the States, "East of Eden" directed by Elia Kazan. So when you evaluate the influence of parents a questionnaire is one thing but just an informal interview is another recommendable method. The F-Test is the methodology to do exactly that, to ask informal questions indirectly, concerning children's willingness to take over their parents' occupation. Thank you.

Co-Chairman

Dr. Dupont, do you have any comment on this?

Dr. Dupont

I think the principal problem is perhaps the diversity of attitudes between families and between parents and pupils. The relation at the same level can be very different, and I think the variability between parents and students is not only a role problem. The same role has perhaps many influences or few influences.

Co-Chairman

But you have mentioned the F-Test is clearly quite effective in evaluating the influence of the teachers in the vocational guidance process. I think at least you implied that to assess the influence of the parents in the vocational guidance process you might need a different modus operandi. Dr. Dupont.

Dr. Dupont

I think also in this case the influence of teachers can vary. Perhaps one teacher has great influence on pupils, whereas another may have little.

Co-Chairman

Thank you. Dr. Inaba?

Dr. Inaba

I have been listening to this discussion for a while and it's an important subject. Your question seems to be posing the question about who has the most influence. I think nobody will argue that the parents have the most influence on the student's decisions in anything. However, that influence can be both positive and negative. The parents may want the student to go into one profession. Although he may not want to, the students may be forced to. So the influence can be both bad and good.

I think the main point is we have to take a look at the individual. I mean whatever help we can give to the student in coming up with the correct decision should be paramount.

There is one thing that is going on in the United States right now in the case of special education. This is a program for the handicapped. They have by law required that every student be given an IEP (Individualized Educational Plan). This has to be done with the parents, the teachers, the counsellors and even the principal in trying to help or map out what is the best way that we can help the individual student in attaining whatever goals he desires, by meeting together, I think like Dr. Hoyt, who recommended that counsellors provide all the information that is necessary within the realm of the school situation so the parents can become more aware of the child's capabilities and his incapabilities, as well as the teachers and counsellors considering whatever directions the parents want the student to go. Together, they can come to a mutual satisfactory conclusion that is going to be the best approach for the student.

Now, this is done right now for the handicapped. There is also a great pressure being put on Congress now to do this for the disadvantaged students, and I don't think it will be long before somebody will try to say that every student should be given an Individualized Educational Plan which would be the best for the student.

Co-Chairman

Thank you. Then, Dr. Tatur.

Dr. Tatur

Here we have reached a consensus that parents influence their children, a big influence in terms of job selection. No objection has been raised in this respect. In addition, the focus of the issue is the influence that parents have and how this is to be utilized for children in selecting their future course. I think it amounts to saying this.

Ms. Rangel touched on various aspects of the parents' influence, and I would like to emphasize one of such aspects. Parents, in giving consultation to their children, base their advice on their own experiences in life. However, our present society is developing in a very complicated manner, so parents' experiences are not an adequate basis for giving guidance on children's vocations.

For example, our modern day children will have parameters in the future quite different from the parameters available today in our society. This is quite certain. Therefore, what I would like to say is that I concur wholeheartedly with Dr. Hoyt, and the experiences and the influence the parents have on their children should be based on their future vision of their children. I have this view and I agree with Dr. Hoyt.

Co-Chairman

Could you clarify the last phrasing. I think there is a discrepancy. Your statement is very important, so I would like to follow this. Could you repeat the last phrasing, please.

Dr. Tatur

That is to say, we should do all we can to give information to parents so that they can exert their influence based not only on their experience but on the correct recognition of the future. We must help parents help their children.

Co-Chairman

The parents and counsellors, am I right? I think this is very important.

Dr. Tatur

Yes, exactly as Dr. Hoyt said, and that's what Dr. Hoyt emphasized.

Co-Chairman

I am very grateful to you for this very valuable comment, Dr. Tatur. Ms. Kudo.

Ms. Kudo

I think we've been on this topic for quite a while from all angles, and I hear what we're saying is that the children's decisions must be made on the best information available. So if it comes from the parents that's fine. Let's inform the parents. If it comes from the teachers that's fine. Let's inform the teachers. But the counsellee or the students themselves must have a part in this decision making. Therefore, I think it's a matter of getting the whole thing waxed together so that it influences that youth who is going to make decisions, and those decisions that are made aren't going to be cemented in concrete. It could change, if more information is available at a later point in time. This is a cyclical kind of decision making. We explore, we become aware, we explore, and we can change again. So I would like to feel that the counsellee is very important in this role. And you're talking about technical information from counsellors, so they're trained counsellors. That should come from the counsellor. But the survey in America showed that the parents have a great influence on the students. I accept that. Maybe the other countries should do that, too, and find out how influential parents are over everybody else. But I don't think it's important that we set up an echelon of who's most important.

Co-Chairman

Could you say that again? I could not follow you.

Ms. Kudo

I said I don't think it's important that we set up an echelon of who's most important to influence the decision maker.

Co-Chairman

Yes, we fully agree.

Ms. Kudo

I think somebody said a little while ago and I meant to make a comment on it, that "Vocational guidance cannot be left to youth." I don't agree with that statement. I think youth has a lot to do with vocational guidance for youth.

Co-Chairman

Thank you. Dr. Drier?

Dr. Drier

Mr. Chairman, this is more of a point of clarification regarding the purpose of my initial question that resulted in this fruitful discussion. My concern regarding the parent's influence, and continued influence, was not related only to occupational choice. I am more concerned that parents play, at least till age 15 and maybe to 50, I am not sure, the primary role in the structuring of the value systems, structuring the attitudes that are life-long, structuring the integrity structure within the child, helping with the social behavior, and setting those standards for social behavior, life expectations that go well beyond work expectations, and other important factors such as family roles, standards and community participation. For me, all of these factors will carry throughout one's work life no matter what occupation one chooses and no matter who helps that person primarily in making that occupational choice.

Co-Chairman

Thank you. Again, time is getting short, so I would like to summarize what we have discussed on this issue. I think what Dr. Tatur mentioned is very important. Parents' influence is very important, but the issue is to enhance the effectiveness of the parents' influence in the vocational guidance process, and we have to find a modus operandi to do so. I think one or two participants mentioned one or two modes of operation, but I think this area requires further research.

I think we have about ten minutes or so, so we would like to focus on the presentations which have been made this afternoon. Do you have any comments on this? If not, I have some question to Dr. Zenke. Dr. Dupont?

Dr. Dupont

I think it is very important to consider the variabilty — and the variability exists also in the same family. For example, with the first son you have a certain educational attitude and with the second another attitude, and we observe the same phenomenon of variability for relationship between teachers and pupils, therefore the individual attitudes of teachers, of parents and of children constitute an important factor to be examined by us.

Co-Chairman

Thank you very much. Dr. Zenke, in your summary of your remarks you said one of the functions of vocational guidance is to induce students to make their commitment to excellency. Am I correct? How can we go about it?

Dr. Zenke

I can't give you and the other colleagues results of this task, but I think the best way to do it is what we have discussed on other issues — to begin as early as possible, to speak about all these problems concerning vocational or career choice as often as possible, and not only with individual students, but also with the classes, with the parents, with the other teachers, so it's an issue not only for one or three special courses but for the whole development of our students during school time, during training and so on, in a follow-up situation. This must be done, not to isolate the theme and to have special hours for vocational counselling and advising, but to make it to an issue of importance during the whole time of studying.

Co-Chairman

Thank you. Dr. Pellerano, you can take the floor now.

Dr. Pellerano

First, what kind of force or strength can the school offer to influence the parents? The role of the school is the next subject. That is to foster the parents' ability. What functions does the school have? That is, to teach or educate the parents. This is one responsibility of the school. If the parents are suffering from very bad conditions, the school must take the initiative.

Co-Chairman

We have only four minutes or so, and I think we covered only one or two aspects which have been discussed, but I think time is now too short to introduce any other topic.

Chairman

Then, let us end our session today. It's exactly three minutes before 5:00. Tomorrow we re-assemble at 9:30. Thank you very much.

(NOV. 3)

SESSION IV

Co-Chairman

Good morning, ladies and gentlemen. Welcome to the second day's session. To begin with, we will have Dr. Siebel's presentation.

Dr. Anselm Siebel

Presentation (refer to pp.116−120)

Dr. Yu. G. Tatur

Presentation (refer to pp.121−123)

Dr. V. P. Kolesov

Presentation (refer to pp.124−127)

Dr. E. N. Zhiltsov

Presentation (refer to pp.128−132)

Co-Chairman

Do you have any comments on these reports which have been just presented?

If not, I think, in my opinion, the thesis presented by Dr. Kolesov is very interesting. And for a moment we would like to focus on what he has discussed. And I would like to invite from you any comments on what he has discussed.

I think he seems to indicate that there is a gap between school and work, and that gap has to be bridged. And this is a very important task which has to be filled by the vocational guidance. And I fully support his approach.

Do you have any comment on this? I think that what could be termed the "macro-aspect" of vocational guidance, is also neglected.

Is there anyone else? Just a second. Inaba, and Siebel. Any others? And Nishida. Is there anyone else? And Drier, and Hoyt. Okay. So, five persons want to speak on this.

So, I would like to ask Dr. Inaba to take the floor first.

Dr. Inaba

Thank you, Mr. Co-Chairman.

Concerning Dr. Kolesov's transparencies (refer to p.127) that were projected a while ago, I would like to make the comment — some cmments on that.

In Hawaii, due to the F-Test, we have accumulated some data on this. Now, when we gave the F-Test to intermediate school students, we found the same kind of thing that you had on transparency B. In other words, most students wanted to go in the professions. They wanted to be doctors, lawyers, engineers, and so forth. I think 80 percent of our students at the intermediate school level wanted to go into the professions, and very few on the bottom; — you know, like your inverted pyramid.

Now, as we gave the test in the ninth grade, tenth grade, and eleventh grade, we found out that more and more that the pyramid became, like your transparency C, kind of balancing out. Now, we hope that this is due to our career education activities as we teach the students more about how to analyze the jobs, and know yourself before you select a job, and those kind of characteristics. We hope that due to those kinds of activities, some of the students are making these kind of changes in their desired occupation.

Now, I would like to ask a question in that respect. Do you have career education activities in your schools, to help students to change their perspective of their desired employment?

Co-Chairman

Thank you. Dr. Kolesov, could you respond to this?

Dr. Kolesov

Yes. We do have a vocational guidance system in the Soviet Union. And it's conducted at several levels. First at the middle schools, or lower secondary schools, there is vocational guidance. Then, at the higher education, university level, it is conducted. And after university graduation, vocational guidance is again offered.

Now, at the middle school level, vocational guidance, as Dr. Tatur mentioned earlier regarding each of the middle schools, there is an official room called "the vocational guidance room".

Furthermore, each teacher teaching the various subjects is responsible for vocational guidance. That is, the teacher of physics, the teacher of mathematics, observe the students; —students who are good at physics or not good atmathematics, in connection with vocational guidance. He makes judgements.

Vocational guidance is offered at school, in so-called "work education" or "labour education", and this class is used for guidance.

At almost all schools, the pupils are required to have some experiences in working, and they are given an opportunity to do so. They are not preparing themselves for a particular job, but they are encouraged to experience as many jobs as possible.

For example, in school the rural areas, the driving of a car and the driving of combine machinery is tried out. And through such experiences, the pupils can begin to choose their life-long jobs.

Another point is that within the school or outside of the school, so-called machinery work and labour work clubs or circles are formed.

The organizations in charge of vocational guidance are the vocational guidance centers which are provided by the local governing bodies. For example, in the case of "Moscow City Vocational Guidance Centers for the Youth", we have 109 counsellors.

This is generally vocational guidance for the middle school range. We have many Republics and the Republics may have different systems, but they are more or less similar. In the middle school;—and since it's the middle school, the so- called "job structure" and the desired job or job expectation structure, are as closely linked as possible. Of course, the coordination cannot be completely achieved. What we want to do is to get as close as possible.

Co-Chairman

Thank you. Dr. Inaba, do you have anything to add?

Dr. Inaba

No, thank you.

Co-Chairman

Okay. In that case, I would like to ask Dr. Siebel. Do you have a question for him?

Dr. Siebel

I believe the problem exists in—as Dr. Kolesov mentioned, the three structures.

If it's all right, I would like to look at—or show you a drawing on the overhead. May I do so?

I mean, your overhead. I would like to refer to your overhead.

These two pyramids have a significant relationship. They are related to quantity as well as quality. This square form, that is the educational system, can be expressed quantitatively, I believe.

Looking at the lower area, this is so-called compulsory education.

Co-Chairman

Could you straighten it out?

Dr. Siebel

What I am explaining here relates to specialized schools, the specialty schools for high technology, and the number of students is comparatively few.

Those who graduate from university are few in number, comparatively.

So, what I want to ask Dr. Kolesov is: The existing educational system has many different types of school. How do you maintain the correct proportion between the various types of schools to get a harmonious relationship with respect to vocational availability?

The problem is to place youngsters in the jobs available in the society. So, here comes another question. That is, the question is related to educational guidance.

Co-Chairman

Just a second. Do you mean educational guidance? Not vocational guidance, right?

Dr. Siebel

There is one final word I wish to say, related to formal education—compulsory education.

Within the framework of compulsory education, how do you propose to give a proper breakdown analysis of the course offerd to achieve harmony between the need and the expectation?

I am sorry for taking so much time.

Co-Chairman

Thank you. You have asked two questions. I think—I hope we have understood both of these questions. Dr. Kolesov.

Dr. Kolesov

I understood just one question.

Co-Chairman

Yes. Me, too. The first question is quite clear,right? But the second question was not as clear. So, could you repeat the second question?

Dr. Siebel

Vocational guidance is — the purpose of it is how to place youngsters in jobs vis-a-vis occupations available in the society: How can you place them in appropriate occupational roles; that is vocational guidance.

The percentage of appropriation or allocation is not determined by us, but is determined by the economy.

That means that vocational guidance is related to the structure of education itself.

Co-Chairman

Dr. Kolesov, have you understood the questions?

Dr. Kolesov

Now, my reply to the first question: You asked regarding low level occupations, how do you guide the youngsters to take such poorly paid jobs.

Co-Chairman

No, no. I think that was not the question.

Then, I will rephrase. Because of the time restraint, I think I should rephrase the question presented to you. He wants to know how you could restructure the school system in compliance with the present vocational structure. Am I correct? This is the first question.

And the second question is also very closely related with this.

Dr. Kolesov

I understood there was just one question. How do we propose to accommodate our school system in order to achieve coordination between employment and education, or vocational guidance? That is the way I understood the question.

At present, in the Soviet Union, school system reform is under way. One of the objectives of the reform is to coordinate available job types and quantities with job expectations on the part of applicant.

In order to achieve this coordination, or balance, the most effective way is to divide secondary education into two stages, a first stage and a second stage.

The first stage consists of compulsory education, where most of the subjects are of a compulsory nature. The selection of compulsory subjects is the job of each school.

As for the second stage of the secondary education, about 30 percent of the subjects are compulsory; 70 percent consist of a whole variety of subjects to be chosen by the students, not by the schools.

Therefore, at the second stage of the secondary education, 70 percent of the subjects are chosen by students. And many students would prefer to choose subjects beneficial to their job selection when they finish school.

However, the coordination work doesn't work a hundred percent all the time: Job expectation does not necessarily match completely with job types and the quantity of jobs available, plus there is a line of new jobs created as a result of technological innovation.

There are two alternatives. You could modify employment structure in order to suit education. That's one way. The other way possible is to modify the educational structure to suit the available employment structure.

In the next ten years, the Government will endeavour to reduce the number of jobs — unpopular jobs among the students. Some 15 million such type jobs will be redundant, mostly manual labour type jobs; — muscle-oriented types. Through automation, through aggressive introduction of computer.

So, the school system is not the only thing subject to modification. We are endeavouring to tailor the employment structure to the school system.

As to the second question, could you please repeat that question once again, Dr. Kobayashi?

Co-Chairman

I think you have answered — you have covered the second question, too. Don't you think, Dr.Siebel? No, no. Because of the time constraint, I am saying so. The last point you have just mentioned is related to worker's motivation problems, right? So, I think you have covered everything. But if you disagree; — because of the time constraint, I have to move on.

Dr. Siebel, is that all right? We have some questions to you, too, since you have presented your speech.

So, thank you very much. And then, I would like to call on Dr. Nishida. Dr. Nishida also has a question related to the thesis presented by Dr. Dean Kolesov. Is that correct?

Dr. Nishida

Yes. Now, my question has to do with the mismatch between the employment structure and students' aspirations. Before I ask my question, I would like to present our problem. And that is, in secondary education, on the middle school level, if we take male students as an example, about 50 percent of the students aspire to choose specialized jobs. The question is, as they proceed to higher classes, that ratio increases. However, in reality, because of technological innovations, there is a tendency for increasing quantity. But still, that rate of increase is 10 percent, or so.

The employment structure and the students' aspirations—where do they match best? And that is here at Ashiya University. Because, here, the students enrolled at Ashiya University are children of managers and owners; and so, the graduates become managers. These several years, I have been concerned with a certain middle school which is called "work experience activity promotion school". The students of this school proves different from that of the others. According to our survey, as students proceed to higher grades, then, the tendency that we have observed is that their aspirations match more and more with the realistic structure of the employment. And this is the achievement of education.

Now, my question is: In the Soviet Union, right now, at the middle school level, in the secondary school level, what is the proportion of mismatch? Do you have any data that describes how much the mismatch there is between the employment structure and students' aspirations in professional occupations?

Dr. Kolesov

Matching or mismatching in terms of percentage, unfortunately, I cannot do.

However, I will be very rude if I don't answer your question at all. So, I would like to say the following.

In the Economics Department of Moscow University, where I am Dean, for example, the rate of competition is five times. That is, only one/fifth of applicants can be enrolled. And all the graduates of the university, from this Economics Department, are guaranteed jobs in the future.

And Dr. Tatur is responsible for the National Committee, so he can refer to other rates of competition in other areas, if necessary, that is.

Co-Chairman

Mr. Weingart.

Mr. Weingart

Yes. Mine is directed to you. Yes, sir.

Your diagram, your projection is very fascinating, and as you can see it, has provoked considerable discussion. That is not surprising; —let me sort of rephrase the question in a simple straightforward way.

What you have posed, actually, and it's not surprising, is a question of economics, you are an economist. What you have proposed and have shown us is one of the ancient principles of economics, supply versus demand. And supply versus demand always reaches some type of equilibrium; always, one way or another, it reaches an equilibrium.

Now, in the United States, supply versus demand,—for example, Dr. Inaba spoke about the large number of students who want to become medical doctors. They want to become doctors, because the rewards are great—the economic rewards are tremendous. But we have certain braking influences on that. That is, the admission requirements to medical schools are high. Then, there are certain economic requirements—it costs a lot of money to go to medical school. And there are requirements established by the American Medical Association: the doctors themselves. So, that tends to bring it into equilibrium. Then, there are youngsters who may wish to enter certain trades, become apprentices, for example. And apprenticeships may be controlled by unions in the United States. Only a certain number can enter to do this.

So, my question to you is, and it's really a facet of the same question you had, how was this equilibrium established in the Soviet Union? Or perhaps you don't have these factors, which exist in the United States?

Co-Chairman

Dean Kolesov, do you want to respond to this?

Dr. Kolesov

Well, it's a very interesting but very complicated question; —this question of demand and supply on the labour market.

Also in the Soviet Union, we have the question of balance between demand and supply, that is, aspirations and the number of jobs available, and the question of balance between these two factors does exist.

So, the adjustment of this balance is done in two directions. That is, from the employment structure, on one side, and on the other side, institutions which train job applicants. So, from both of the two sides adjustment is done to create a balance.

From the viewpoint of the total society, the most effective way of creating a balance is through competition by students in entering universities. This functions as an effective balance.

Take, for example, the institution of higher education: When they invite students, national institutions, according to plans, have calculated out a certain figure, and in compliance with that number, students are admitted. For example, how many students are to be enrolled in engineering courses. And according to a calculation, the number of students is decided to be enrolled in universities.

As to some jobs, and several occupations, in order for people to have them, there are supplementary institutions, or conditions. In order to become a doctor, for example, a medical doctor, students, whether they are male or female, must go through two years of nursing or supplementary doctor internship. So, during these two years of intern work or labour, they are then qualified to be admitted into medical school. And after completing the medical courses, then, they are qualified officially as medical doctors.

However, even if one has become a medical doctor, that is not all. Through his occupation as a medical doctor, his attitude is tested several times. An evaluation of his performance as a doctor is made. An assessment is thus made on the individual medical doctor.

So, in this way, we make these kinds of selections or choices, and this is the most effective way to adjust the balance between the demand and supply, between people's interest and social demand.

There are other ways of adjustment, as economic ways, there are wages. The adjustment of amounts of wages; —It is possible to make adjustment by means of making adjustments in the sizes of wages.

So, such a system is probably different from the system you have in Japan or the system in the United States.

For example, in your countries, the applicants can all enter university, whatever department it may be, and also whoever can pay for the tuition can enter university. However, after that student graduates from university, the job which he desires is not guaranteed.

In other words, in your countries, this kind of selection or competition commences after graduation from the university. But in the Soviet Union, it is before entering the university.

According to my observation, in the case of the Soviet Union, we have young people who do not have too much knowledge, but can change their activities and their minds, that is, in their immature state, but after they receive the higher stage education and graduate from university, they cannot change or diversify these activities. They have to stick to what they have learned.

I may be somewhat provocative when I say this. Those who don't agree with me, I am sure, are here.

But let me just add that we are not saying the Soviet Union's system is the best and supreme. So, in the Soviet Union, we are trying to test unofficial educational method and establishments, and we do enable people who don't suit formal education to join the unofficial sector of education.

However, similar to everyone here we have the individual's expectation and desires and we would like to try and see that they are satisfied.

Co-Chairman

I have a great respect for our colleague from New York, Mr. Weingart. The concept regarding the principles of demand and supply has been true until Roosevelt took over, right? It is now obsolete. We know we cannot establish equilibrium in accordance with the principles of demand and supply.

Is that related with his? — okay.

Dr. Kida

Chairman, ladies and gentlemen. I have been very interested in the discussion. I would like to mention some of my experiences and make a few comments.

When we want to meet the demand and supply in educational systems, unless we can foresee the economic structure twenty years in the future, we cannot really do anything about it. In 1960; there was a great economic change in Japan. And we needed to train a lot of the technical people. This was a task given to the educational institutions. In the universities, 80 thousand technical students needed to be added. And in the high school, some 400 thousand high school technical students were to be increased. But we only had the same number of teachers to teach these children. Therefore, to try to increase in 10 years 70 thousand new students in the field of technology we didn't have the school facilities, nor the teachers. So, we had to hurry and train teachers and quickly build schools; we couldn't meet the demands of the economy. And we worked hard. And after ten years, we were able to increase the number of technical personnel, but at that time, the economy demanded something else. The economic structure had changed. So, if you want to join the educational system and the eocnomic system, unless you know what the economic system is going to be twenty years hence, it is impossible. This is my experience as I worked for the Ministry of Education. Thank you.

Co-Chairman

You have a question for him, too, right? Dr. Röhrs. You could take the floor.

Dr. Röhrs

I want to put forward only one question, a very simple one. The educational system of the Soviet Union, and even that of German Democratic Republic, is very well known in regard to polytechnic education. I missed this word in all the reports. And in my belief, we have to use existing structures.

And should it not be advisable to use these structures of polytechnic education for the goal of vocational guidance? Polytechnic education means to have a relationship between the school and the world of work. And that's an effective way to advise the children in regard to their professions. Why didn't you mention these possibilities?

Co-Chairman

I have only two or three minutes.

Dean Kolesov, could you respond to him in two or three minutes? If not, I would like to move on.

Dr. Kolesov

I didn't really understand the question. I thought that was a comment rather than a question.

So, maybe after coffee or something, we will be ready to answer that.

Co-Chairman

I would like to move on. We have only one or two minutes.

Ms. Rangel

Yes. I think I would just like to briefly comment on Dr. Röhrs' comment. And that is that it always worries me a little bit when we talk about education being just education for work. I think education at an earlier stage really has to be a lot broader. Thank you.

Co-Chairman

Okay. Thank you very much for your contribution to the conference.

Dr. Röhrs

In fact, I am able to state my question.

Why didn't you use these institutions for the purpose of vocational guidance?

Co-Chairman

Yeah, but Dr. Röhrs. I think because of the time constraint, maybe during the coffee break.

Dr. Röhrs, I know, I understand this is very important. Not only that, I think Dr. Siebel has presented a very interesting report, and I myself have many questions. But because of the time constraint, we cannot do so. So, if we spend all the time; —Dr. Dupont, what is it?

Dr. Dupont

I have one word I would like to say. A kind of summary. Various employments and aspirations for employments; —can never meet and match. Of course, aspirations for work, and the vocational structure; if they can connect, that will be fine. For instance, in the Soviet Union and in East Germany, in socialist societies, if you can see the matching, it means that the government has forced it. However, if that is done, that means that the enterprises must have suffered very much.

Dr. Kolesov

I am of the same opinion as Dr. Dupont. You cannot generalize. The job structure and job aspiration; of course, it is very difficult to join. But to try to coordinate that, I think, can be done.

Dr. Dupont

Yes. As an objective, it can be done. But at the Moscow University, the rate of competition is five times, I understand. That means, four persons cannot enter school. So these four persons, they will have to do some work which they don't aspire to do.

Co-Chairman

Thank you very much. Thank you for your

contribution.

SESSION V

Co-Chairman

Dr. Fukuyama, your presentation, please.

Dr. Shigekazu Fukuyama

Presentation (refer to pp.171−177)

Co-Chairman

We would like to discuss on presentations by Dr. Dugger, Mr. Weingart, Dr. Zenke, Prof. Pang, Dr. Nishida, Ms. Rangel, and Dr. Fukuyama. Please raise your hand if you want to make a comment. Dr. Zenke and anyone else? If we have time then I would like to go back to the presentations by Dr. Siebel, Dr. Tatur, and Dr. Kolesov. This is creating a very acute interest. So is the one by Dr. Zhiltsov. Is it all right with you? So, Dr. Zenke and any other person who wants to comment on what has been discussed by Dr. Dugger, by Mr. Weingart, by Dr. Zenke, and by Prof. Pang, and by Dr. Nishida, Ms. Rangel and Dr. Fukuyama? Dr. Zenke and Dr. Hiroi.

Dr. Hiroi

I want to talk about what Dr. Fukuyama talked about just now.

Co-Chairman

Ms. Kudo, Dr. Dupont, Dr. Pellerano. In that order, we are going to discuss on the presentations by these speakers. So, Dr. Zenke, could you take the floor?

Dr. Zenke

I would first like to make a comment related to the subject mentioned by the President and discussed this morning, too, the problem between the aspirations of the young students on the one hand and available places for vocational training. As far as I see in our discussions we often mention these matching concepts. That means that demand/supply should be brought to accord with each other as far as possible. I think this concept is more and more out of date. And schools for general and for vocational education can never be as up to date as changes in modern production, maintenance, and administrations will change and develop. Therefore, the matching concept should be competently corrected by a more dynamic concept in vocational guiding and vocational training.

In West Germany we have a tendency towards more general and more fundamental vocational education first to prepare the trainees for work and with the same amount of work for further training in the companies. Corresponding to this tendency, new vocational training was organized the last year, called Stufen Ausbildung, training step by step. The first step is educational training for the professions, and occupations, the training for each field lasting for one year. The second step, is training for a group of related occupations. The third step, lasting one and a half years in most cases, is the training for an individual profession.

Therefore, during the process of vocational guidance, we try to make the students aware of this new tendency. They should first look to the field of professions, not yet for an individual occupation. And for this effort the Fukuyama Profile in Germany will be very helpful, because it will help to concentrate our attention on fields of occupational experience helping us make decisions for this first step of vocational training. To prepare the decisions about the next steps to take in the follow-up situations, again the use of the Fukuyama Profile will be very helpful. As we see it, this tendency not to look for single professions but to concentrate on follow-up models for decision-making will lead to far more extensive use on the Fukuyama Profile in the future.

Co-Chairman

Dr. Hiroi. Could you take the floor?

Dr. Hiroi

Thank you, Mr. Co-Chairman. I would like to make some remarks in relation to the proposal Dr. Fukuyama presented just made and also in relation to the presentation made by Mr.

Weingart yesterday afternoon.

I completely agree with what Mr. Weingart suggested in connection with the role of the Fukuyama Profile yesterday afternoon. Mr. Weingart pointed out that the Fukuyama Profile is a valuable link between business and education. I completely agree with this statement. But I might add one thing to this comment that was made by Mr. Weingart and Dr. Fukuyama.

In order to link the school vocational guidance with personnel management in an organization, the Fukuyama Profile could be the most powerful and effective tool for this purpose. For instance, the result of training according to the Fukuyama Profile, while the student is in school, could be delivered to or passed on to the personnel manager in the organization that the student gets into after graduation. The personnel manager may use these results of the Fukuyama Profile not only to test the result of the job selection as Dr. Fukuyama proposed on the part of the individual, but also to verify the selection procedures the personnel manager has taken in hiring the students in question. Then the personnel manager can administer the Fukuyama Profile to the employee repeatedly over an interval of between 5 to 10 years. By doing this I believe and by comparing these results obtained respectively by the Fukuyama Profile, the personnel manager will get a clear picture of how the individual's career has been developing so far. If the personnel manager finds individual delays in career development, that career development program I referred to yesterday will intervene to accelerate his or her career advancement. Thus the vocational guidance in the career development programs can be combined together by using the Fukuyama Profile.

Thank you.

Co-Chairman

Mr. Weingart, did you understand the question?

Mr. Weingart

I don't think there was a question.

Co-Chairman

Let me rephrase. I think there was a question.

Mr. Weingart, you have mentioned it was necessary to bridge the gap between school and work. And you have suggested that the F-Test could be a modus operandi. This is one point you made.

And also I think Dr. Hiroi seems to imply that the counsellor plays a very decisive role. And I think he wants to know how we could improve the quality of counsellors.

So, this is the question to you: How can we improve the quality of counsellors?

Mr. Weingart

Well, that of course is one of the central issues facing this conference. We hope that what will come out of this conference will be the means and methods to improve the education and the quality of our counsellors.

But before I get into that, Dr. Hiroi mentioned something and I noted it and put a question mark next to it. And that is, Dr. Hiroi, you suggested that a personnel manager might use the F-Test in order to verify or assess the placement of an employee. Is that correct?

Now, it raised in my mind a certain danger. That is that the employee is going to give answers that will satisfy the personnel manager rather than answer truthfully, because he now has a job at stake. And he will want to give, I think, answers that will make the personnel manager think that he is the right person for the job at that point. That is why, in my mind, it seems to me that a more neutral person should be administering the F-Test. When a person such as a vocational guidance counsellor administers it, I think that the employee or the potential employee is more likely to respond truthfully. You know, this is just a bit of human nature. Now, I may be wrong. But that is what I think could possibly happen. I don't know if you agree with that or not.

Co-Chairman

Dr. Hiroi.

Dr. Hiroi

Well, I don't think I agree with you on that point. You mentioned that an employee tends to do some faking in answering questionnaires like the Fukuyama Profile. But I don't think employee tends to fake like this, if the personnel managers administer the Fukuyama Profile six months or a year after hiring the employee, because the employee will get into a situation and understand the nature of the company, and will train himself to be a member of the company personnel.

Mr. Weingart

Well, it seems to me, as I visualize in my mind profile B for example, that if I were an employee for a company where I was coming to the question of whether I was skillful with my hands, and had strength, and I knew that I had to be skillful with my hands in order to get this job—I would get myself the highest rating, because I am not going to hurt myself. Just a seat of a pants feeling that I have. I don't know how you can translate the seat of a pants. But I am sure there is an idiom in Japanese for that. It means that it is just a sense that you have.

Co-Chairman

A hunch. Yes, the translation was very appropriate. Thank you.

Do you have any other comment on this issue? Dr. Dupont, I think you have a comment on this.

Dr. Dupont

What I would like to say is, my view is the same as Mr. Weingart's. The F-Test is an excellent tool, especially in terms of vocational guidance for individuals. However, when it comes to personal management, how does the test function in this area? It has its own merits in selecting occupations, but not necessarily in the area of personnel management. Of course, it functions well in terms of self-analysis and self-recognition. This is the first point I wanted to mention. The second point is the test is effective in many ways. It functions as, as it were, a regulator. The result of the test, with the combination of other sources, can be used to modify the direction or to prevent erroneous selection of occupations. Of course, we have to take into consideration other elements because of the type of jobs. For example, in case of factory workers, those employees working for American factories and companies are more like opportunists (fence-sitters) in comparison with those of Japanese. Japanese workers are more loyal to their employers.

Same thing is applicable to Japan. Some are loyal and others are not to the management. So, in terms of efficiency, I think, there are constraints, limitations.

Co-Chairman

Then, Dr. Inaba.

Dr. Inaba

I am a little confused. If I heard Dr. Hiroi's presentation right, listening to Mr. Weingart and Dr. Dupont, I think they may be talking about two different things. Correct me, if I am wrong, Dr. Hiroi.

According to your presentation you said that after the students take the Fukuyama Profile, he then goes to the company with it to the personnel management officer. Is the form you are talking about the form used by the management? Is that what you are talking about? So, that is different from what you are saying, Mr. Weingart. That is why I think that is where a misconception came in. I think he was talking about the management form and you were talking about Profile A and B.

I just thought I heard wrong, and I wanted to clarify that.

Co-Chairman

Yes, I think that intervention was very useful.

Dr. Inaba

It sure is.

Co-Chairman

Dr. Hiroi, could you......

Dr. Inaba

Am I correct?

Dr. Hiroi

Yes.

Co-Chairman

Okay, then, Ms. Kudo.

Ms. Kudo

My comment was just that. But Larry answered the question. Because I was getting more confused every time—it seems as if the F-Test, or whatever is involved with it, is going to work magic for everything, and I didn't think that that was possible. We do one thing with one part of it, the process is one thing, and I think we want to be very careful what we say. I don't think we can say that something is going to become something or do something.

My specific question, however, in the beginning, before we get all confused, is to Mr. Weingart.

When he says that the F-Test would be the core, the thread, the fabric, of a career education program, I am confused. I want to know what part of it is what thread, fabric, and so forth. I know it is useful in the guidance program, but it isn't thread and so forth and so on. I just want a clarification.

Mr. Weingart

I am very glad you asked that. Because that was part of my paper that I never got to present because of the shortness of time. So that, if I may, Mr. Chairman, I will now take a moment or two.

I pointed out in my presentation that the New York State Department of Education, when it introduced career education and mandated career education, set up those components to it. It said it consists of planning, curriculum, guidance, in-service programs, public relations, community involvement and evaluation. I said the F-Test can serve each and every area. Then my paper went on to show how the F-Test can serve each and every area. I am not saying that the F-Test in and of itself is the program, but it can be the core of the program. Let me give you some examples.

Under planning, profile A which call for tallying of experiences, is, in effect a means of outlining the goals and objectives of the program. Profile A is an inventory of the student's experiential strength and weaknesses; a review and analysis of profile A results can establish benchmarks or guide posts for planners to follow, so students may acquire the wide variety of experiences, necessary to enable them to make sound career choices to enter the world of work. I am speaking about the curriculum. I indicated that under the New York State Career Education Program, they divided the curriculum into two parts, understanding self and understanding work. That is exactly what Dr. Fukuyama says in this book.

Then guidance. I mean that speaks for itself. Career guidance is the heart of career education. I don't think it is necessary for me to elaborate on that. But it is in the hands of a competent counsellor. The F-Test enables students to make him form choices as to further schooling, courses in such schooling, employment opportunities, recreational possibilities, so as to attain the overall objective of an education, and a sensible, carefully considered, emotionally satisfying rewarding career.

And I go on to point out how we can work in in-service programs. I am not going into that again. Or public relations and community involvement. Those are the two facets of the same problem. We spoke yesterday at great length of the role the parents play. And parents have to be informed of the results of the F-Test, but it cannot be just informed in writing. This requires a guidance conference and guidance setting so that parents understand, and it must be explained by a trained vocational guidance counsellor. It cannot just be put in the hands of somebody who says, "These are your child's scores, and therefore, so and so, and so and so. " That is not the way to handle it. Then, of course, there is the evaluation. In any longitudinal study in addition to evaluating the students who take the F-Test, you are evaluating the evaluators, the teachers, the counsellors, the administrators.

So, if you look at the components of the career education program, you can see the F-Test can be a thread running through it.

Let me repeat, this is not the program in its entirety. But it certainly can be the core of such a program. And I stand on that statement.

Co-Chairman

Ms. Kudo.

Ms. Kudo

I am afraid I cannot agree entirely with what he is saying. I agree that the F-Test is a valuable part of, and a useful, very useful, part of a program. But I don't see it as the thread, the fabric and so forth of a career guidance or career education or vocational guidance program. I agree fully the concept that Dr. Fukuyama expresses in his book as the basis, or theme, for the fabric for a good career education or vocational guidance program, but not the test itself as an instrument. It is very useful, but not the core of a program.

Co-Chairman

Do any of us have questions on this? Dr. Dupont, don't you have any question on this. Okay, then, Dr. Pellerano. But before I ask Dr. Pellerano to take the floor, I would like to ask Dr. Tatur. Dr. Tatur, you may have the floor now.

Dr. Tatur

May I make question to Dr. Fukuyama?

Dr. Fukuyama, you mentioned the development of self-analysis capability. If you can improve such a capability, eventually you may not need any counselling or the counselling assistance. Is my comprehension correct?

Chairman

That is a very good question. Yes, that is an ideal status. You talk of vocational guidance. Guidance should eventually be self-guidance, if at all possible.

It doesn't have to be something done by a third party or somebody else. So, your interpretation is correct. Human beings may be doing some jobs. But human beings have to analyze what they are doing all the time. And by improving such a capability, you may be able to analyze yourself without any external assistance. A human being is a thinking animal. So, how quickly can you achieve this level of capability? That is a question. But you may be able to attain this level of capability through training. That is a kind of supposition. But yes, ideally, by all means.

Co-Chairman

Thank you.

I would like to ask Dr. Pellerano to take the floor, after that Dr. Siebel. Dr. Siebel wants to take the floor. Then Dr. Nishida wants to take the floor. I am going to call up those persons in that order. Dr. Pellerano, please.

Dr. Pellerano

I would like to share some information with you. First, the implementation of the F-Test in France. This has been administered by Dr. Dupont for the past two years. We analyzed the results and concluded that the test is a critical method on vocational guidance. Especially, it'll greatly help the youngsters from low income families for their self-analysis. We have a system of vocational guidance that helps two different groups: 1. those who are in school, or those who are preparing to graduate, 2. those who finished school. For the former, school and work place share the responsibility of vocational guidance. For the latter, they receive a training at an appropriate place, though their training place doesn't have to be a school, for three to five months. This training is based on the consideration of past occupational experiences and also elaborated career planning. To meet this purpose, the F-Test is being applied as one of the tools of vocational guidance. By employing the test to an individual student, we can conduct well-tailored vocational guidance in terms of occupational selection. And as a result, students can build a career of their own choosing. And through the numerous results of the test, we can organize education in a systematic well-organized fashion on individual basis. So, probably two years from now at the 7th International Conference on Vocation Guidance we may be able to make you a formal report.

Co-Chairman

I think Dr. Pellerano has implied that the F-Test could be effective only to a certain group. Do you agree with this?

Mr. Weingart

Well, there are certain groups where the F-Test might not be effective. So, I certainly agree with that and certainly in principle. But it has a broad range. But obviously there are certain groups where the efficacy of the F-Test would be diminished, I would think. Certainly youngsters of retarded mental development, for example, or even with youngsters who are very immature, that happens.

Co-Chairman

The handicapped?

Mr. Weingart

Well, yes, and some handicapped children and sometimes we see, even when we administer it in a junior high school and regular classes, some youngsters who lack a sense of maturity will respond without thought. They just put Xs right down the line, and write themselves 5 on everything. That does happen. So that, when you are dealing with that type of immaturity, it is ineffective. It is true.

Co-Chairman

Dr. Röhrs, do you have a comment on this? I think you have indicated in your paper that we have to find the effective approach not only in respect to any certain group but all the groups. Dr. Röhrs, you don't have any comment? Then, Ms. Kudo, I think what Mr. Weingart has just mentioned has responded to what you have said. Don't you agree? The F-Test could be very effective.

Ms. Kudo

I agree. I have no qualms about it being effective.

Co-Chairman

To a certain group.

Ms. Kudo

Yes, it can be effective for anybody and everybody. It does not have to be effective only for some people.

Co-Chairman

Everyone, what do you mean by that? Including college students or.......

Ms. Kudo

What I am saying is that it could not stand by itself as a program or as a core. It is a very, very useful instrument and it is useful for everybody. We have used it for everybody. And it has been useful.

Co-Chairman

Ms. Kudo, you have to define what you mean by "everyone".

Ms. Kudo

From birth to death, that is what I mean.

Dr. Inaba

Can I say something for clarification?

Co-Chairman

Clarification? Okay.

Dr. Inaba

What Ms. Kudo is saying is that this instrument is good for everybody. And I heard what Mr. Weingart said and that is true. However, in its present form it may not be effective. But you can change the form to make it applicable for the handicapped. And then it would be just as effective for everybody. You only need some modification because naturally some people cannot read. But that is the kind of problem that you have to correct, and then it can be effective for everybody.

Co-Chairman

Yes, Dr. Inaba, we have a consensus on this. The approach itself is effective. But we don't have any misunderstanding on this. Thank you. I think it is very useful. I think Dr. Inaba's contribution has been very useful. Then, Dr. Pellerano, have you finished? Do you have anything to add?

Dr. Pellerano

I would like to add one more statement, if possible. The F-Test greatly contributes, particularly, to young people in selecting occupations. Also this helps the youngsters enhance the ability to choose occupations. Aside from this, we are interested in whether we could apply the same test to any social group and also whether it's possible to modify the test to meet this purpose.

Co-Chairman

According to the French translation, you have mentioned there is a difference between instrument and approach. Could you clarify that?

Dr. Pellerano

We believe the F-Test can be applied to every child, who is in secondary school, around 15 years old. For each student, a balance sheet is made and a project is formed to help him/her. And this will lead each student to the first selection of occupation. But the test is applied not only to meet this purpose but also to help others who have already found their goals by themselves. In that case as Dr. Dupont mentioned a little while ago, the test functions as a regulator in education. For example, through the outcome of this test, we can correct educational programs of individual students, and revise the contents of education for every child.

Co-Chairman

Dr. Inaba has already responded. I think the basic approach is applicable. But the form itself may have to be modified. Am I right? Thank you. So we don't have any misunderstanding on this.

Now, we have additional speakers on the list. So, I would like to call upon Dr. Siebel to take the floor. I have one request. When you make your comments in German, for the benefit of the audience, could you pause as often as possible?

Dr. Siebel

A few words on Dr. Fukuyama's presentation. Yesterday and today Dr. Fukuyama has forcefully made the following statement. That is, that the vocational guidance should be understood as a process for a person and throughout his lifetime as a process.

And I want to support him in his words. Our research has so far been conducted on children of 12 years and older. What we have found out as a result is that on this stage around age 12 and over the children have already developed strong values. Therefore, I heartily support Dr. Fukuyama's words. In our research, vocational guidance or vocational education — we have studied vocational guidance immediately after the start of the vocational education. Vocational education is the apprenticeship, the Meister system. And I am referring to education including this apprenticeship. Listening to Dr. Fukuyama today, I was surprised that our research is also supported in other aspects, and that has been a surprise to me. And I would very much like to share this with you.

According to what Dr. Fukuyama told us you can test the first nine months of a person on the job and he said it was important that we assess whether the person is satisfied with the job.

Co-Chairman

I think Dr. Siebel is referring to "vocational training", not vocational education. Could you clarify this? I am asking the translator.

Dr. Siebel

What I am trying to say is vocational guidance is one process and it is also connected with vocational training. In relation to this, when young people start vocational training, nine months later, a re-examination takes place, and you can ascertain whether an objective or target is being met. I consider that to be a very important point, and so I pointed it out.

Co-Chairman

I think it supplements what Dr. Fukuyama has discussed. Thank you very much for your contribution. Dr. Drier, would you take the floor?

Dr. Drier

Dr. Tatur, I would like to go back to this morning's presentation, for, professionally I am most involved in and concerned with, the quality, timing and delivery, of both initial counsellor training and ongoing training throughout the professional life of the counsellor, and also the certification and credentialing of the professional counsellors you talked about this morning.

I specifically want to target my question at the final statements you made in regard to the constant role and the role of vocational guidance in the significant reforms you are going through in the Soviet Union. If I heard you correctly, you said on one hand you position vocational guidance and counselling as central and critical to your future plans. But you are faced with a severe shortage of trained counsellors and support guidance personnel.

My question is directed to your strategic plan to solve this problem. It seems to me that you and your colleagues are in an enormously positive position to build and institutionalize the quality and nature of the guidance in counselling in your country from the ground up. That is why it is exciting to hear the opportunity you have, and I am most interested in your plan to take advantage of it. So, my question is in five parts.

1. How many counsellors do you need and can you afford over the next few years? And where will you go to seek these possible counsellors?

2. What kinds of background will you require, or educational background. Will they come from industry or business? What will you require?

3. What are your plans for counsellor recruitment? For example, will you need special incentives to recruit the large number of counsellors we talked about?

4. Once you find these thousands of counsellors you need, what plans do you have to train them both for their initial role and the ongoing role, you talked about?

Co-Chairman

Dr. Drier, I think it is a very important question, but for the time being we would like to focus on the F-Test which we have been, and are still discussing. I would like to take up these questions later. So, I would like to have Dr. Zhiltsov respond to Dr. Drier later on. All right?

Dr. Zhiltsov

Yes.

Co-Chairman

So, we are going to take up these questions later. But do you have any other questions on the F-Test? Dr. Dugger? Is this related to the F-Test?

Dr. Dugger

Yes, it has to do with Dr. Fukuyama's book on the philosophical foundation of education.

This discussion period allows us a rare opportunity for us to get to know one of the true leaders in vocational guidance, Dr. Fukuyama. I believe it was over 30 years ago that he wrote a philosophical foundation for vocational guidance. Recently, this book has been translated into English and many of us have been given an opportunity to read it recently. My question is to Dr. Fukuyama.

Dr. Fukuyama, have your feelings or philosophy changed over the past three decades regarding your philosophical foundation of vocational guidance or has it remained the same?

Co-Chairman

Dr. Fukuyama, do you have a response?

Chairman

It has not changed. My vocational guidance theory is philosophically founded and it is empirical, too. The book appeared 40 years ago and 10 years later I developed the test based on the theory.

Dr. Nishida

As for the F-Test towards adults, Dr. Fukuyama has arranged it so as to suit them. And the targets for that kind of test are people in manufacturing industry or those who have been forced to change their jobs due to technical innovation. I think the test can be well used. Professionals like school teachers, lawyers, and doctors, their selection ability must be already well developed. So, they should take work that helps people. We in Japan use the term "career women", of course we can say "career men". These people are very adaptable. They can be doctors and at the same time write a novel. Recently, politicians are becoming the securities dealers. What is common to these people? It is not vocational guidance they need, but moral and marriage guidance. Career women become engrossed in their work, forgetting, they have a very important life to live other than their jobs.

Thank you.

Chairman

Earlier I mentioned 6 months, 9 months. When I said 9 months, that was after obtaining the job. There are spring, summer, autumn and winter. And I think the person should go through these seasons. In places where the seasons are not very marked or felt very much, it does not matter how many months. So, I just thought about the Japanese seasons and considered the 9 months.

That is to say, things change throughout the year especially during different seasons. So, I meant that after going through the changes the examination should take place.

Co-Chairman

Does anyone have any other comment? Dr. Dupont? Yes.

Dr. Dupont

There is one point I would like to know. Dr. Dugger, Mr. Weingart, Dr. Nishida, Dr. Inaba, it doesn't matter who answers me. When using the F-Test, can you use some other method at the same time? Have you ever planned the concurrent use of two methods, i.e. the F-Test and some other methodology? To compare, do you use some other methodology? Have you planned anything of that kind?

Co-Chairman

Particularly in view of the fact that in his paper, Dr. Dupont has mentioned "involving the parents in the vocational guidance process is very important". So, I would like to ask Dr. Inaba to respond to Dr. Dupont.

Dr. Inaba

I think you all know that the Fukuyama Profile is an excellent instrument for evaluating the process of vocational guidance, but not so much the eventual outcome. So, after going through the Fukuyama Profile, if they take an examination or test like DAT (Differential Aptitude Test) or some other commercially available tests on further helping the student identify the kind of occupation that he can try and go into, I think it will be an excellent approach to supplement the Fukuyama Profile. I think Germany is doing that. Dr. Zenke, I think.

Co-Chairman

Since Mr. Weingart is also involved in this, I would like to ask Mr. Weingart to take the floor, to respond to Dr. Dupont.

Mr. Weingart

I simply want to add something to what Dr. Inaba said. There are certainly other instruments available. There are interest inventories, there is the Kuder personnel — I forgot the exact name of it — but there are many such instruments, but there is no instrument that I know of combining the concept of occupational tryouts of the experience with abilities and interests and so on. There is no other instrument that combines both of these. So that the F-Test is unique in that respect. But certainly there are other instruments that will assess different parts of students, psyche, and ability and background.

Co-Chairman

So, I think the conclusion on this issue is as follows. We need a method to bridge the gap between school and work. Many of us think that the F-Test could be a very effective method, and that this just could be conducted with respect to any group. As Dr. Inaba has stated very concisely, the approach is applicable, although the form itself may be modified. Dr. Inaba has mentioned that other tests could supplement, but the fact remains that the basic approach is valid.

So, I think we have 3 minutes, Mr. Chairman, what do you want to do with the remaining three minutes?

Chairman

In that case, we must take photographs and we need time to prepare. So, let us postpone this session until later.

Thank you.

SESSION VI

Co-Chairman

I think it's time to start this session. Ms. Kudo will make presentation.

Ms. Emiko I. Kudo

Presentation (refer to pp.178–184)

Dr. Hiroshi Kida

Presentation (refer to pp.185–188)

Dr. Shinjo Okuda

Presentation (refer to pp.189–200)

Co-Chairman

Thank you very much, Prof. Okuda. So, I would like to invite you to make comments on these remarks presented by Ms. Kudo, Dr. Kida, and Prof. Okuda.

Shall we start with Dr. Zhiltsov?

Dr. Zhiltsov

I have a question to Prof. Okuda. I have read Prof. Okuda's written report and I would like to ask for explanation of some terminologies there. That is, some kind of administrative reform of education. The role of the Ministry of Education is going to be strengthened. It is page 22 of your written report. What is this strengthening, what form of strengthening will take place? Could you explain that in detail please? That is strengthening the function of the Ministry of Education. Is it feasible? And if it is so, how? and what will be the method taken?

Prof. Okuda

The National Council on Educational Reform gave advice, and according to that advice the Ministry of Education is going to reform its functions as a policy. And at that time, as I mentioned just now, one of the government policies is to reorganize the structure and organization of the Ministry of Education. The purpose of the re-organization of the Ministry of Education organization, was not to strengthen the function or empower greater authority to the ministry. But rather to have a better think-tank type of function within the Education Ministry, so that the various administrative measures adopted by the Ministry would be formed after a thorough analysis of this situation and comprehensive examination. So, this think-tank bureau was called the Life Long Study Group, and as a think-tank function National Education Institute was organized within the Minister's secretariat.

Dr. Kida

Can I add a little?

Co-Chairman

Dr. Kida.

Dr. Kida

The Ministry of Education's work involves a large number of public schools, about 100,000 public school students including universities under its jurisdiction. And close to one million middle-school, high-school, and college students are taken care of by this Ministry. They are very busy with their routine daily activities. And taking care of these organizations and students should be reduced. Rather than the daily routine they should strengthen the Ministry's policy-making functions. They should consider the future a little more than they have up to this time so they can design desirable systems for the future, rather than being engrossed in taking care of daily routine. This is the reform's purpose.

Co-Chairman

Dr. Zhiltsov, are you satisfied now?

Okay, thank you very much Dr. Kida and Prof. Okuda. Then Mr. Hoxter, please take the floor.

Mr. Hoxter

Both Ms. Kudo's admirable paper and Prof. Okuda's paper have alerted everyone to the needs to think about the future of continuing education, adult education, and the needs for adults to obtain every possible support, guidance, and counselling in the process of adult education. There is little doubt that in the 21st century adult education will be one of the most dynamic areas of development in the whole field of education. Further education implies within it a process of educational guidance. Educational guidance seeks to help adults make wise and thoughtful choices for their future courses of study and enable us to provide adult education to assist their own staffs and their own counsels in their policy making process in terms of adult education. Now, adult education counselling falls under seven very definite headings.

First of all there is the heading of informing adults about all the range of possibilities for study ahead of him.

The second process is advising adults and giving them the factual information and the opportunities to avail themselves of what educational authorities and colleges of different kinds, private and governmental, can offer them. Thirdly, counselling in the fullest sense of the word to enable the adult to make full use of the developmental activities offered to them.

Next, assessing—to explain to the adult how he or she can assess his or her progress in these studies.

Next, enabling the adult to proceed with this course of studies to hold their own in that process of study and to develop within that range of studies.

Advocating the need to make employers and trade unions aware of the adults' needs to continue learning and to relate it to the activities of the world of work.

Finally, feed back: That is to say, explaining to the adult his progress or his difficulties and enabling the adult to overcome his learning inhibitions, or learning difficulties, and thereby to proceed with the earning. Then no authority can come along and say look at the tremendous wastage which you have in institutions of adult education and these moneys spent on adult education are wasted.

So, on the one hand the process of counselling and guidance can drastically increase the satisfaction of the adult learner, and on the other hand can show the authorities that you can in fact effectively reduce the wastage of adults in the process of adult education or adult learning, and by this method you can make a major contribution to life satisfactions for adults at all stages of their learning development.

Thank you, Mr. Chairman.

Co-Chairman

In connection with what we are discussing, we have three additional persons who want to speak. They are Dr. Dugger, Dr. Röhrs, and Dr. Drier. Are there any other persons who want to make a comment in this connection? In that case, I would like to ask Dr. Dugger to take the floor.

Dr. Dugger

I would like to address a question to either Dr. Kida or Prof. Okuda, regarding the educational reform movement in Japan. You spoke of the basic education, and Prof. Okuda also elaborated quite a bit on the educational reform movement. I would like to juxtapose my questions between two statements in Prof. Okuda's paper.

The first one is on page 1. He says practically all students of technology colleges are men, and secondly on page 22, dealing with reform for coping with the various changes of our times, a statement is made on how to cope with the information age. The government will take various measures, including development of computer literacy for both formal and informal education and training of competent experts who will serve as leaders in the information society. What is the Japanese government is planning to assure that technological literacy is required for all students, not only males but also females.

Co-Chairman

Prof. Okuda.

Prof. Okuda

Your question means: What are the school teachers doing? Is it limited to the school teachers? I am not quite sure. Could you explain your question.

Dr. Dugger

I am talking about life-long education and how you can solve the problems of equity that many of us have been trying to solve in other countries. We know that males tend to gravitate towards the technological careers. But in the future we will need as many people as possible, both male and female, qualified to both live in and work in a technological society. The question is how best to do that and how you plan to do that in Japan?

Prof. Okuda

Male and female equality, Japanese society is very much interested in that. But times change, and very rapidly as now, so, to meet these changes, various measures are contemplated, and the biggest change is that of the information era, the installing of computers and other equipment, and the technologies becoming necessary to manipulate them. For that purpose, private enterprises have various training courses and seminars, and such opportunities are offered to employees. Also, this kind of teaching or information lessons are given at the schools. So, the teachers must learn. Another propelling element is information education for teachers and information associations or societies have been formed to encourage these measures.

Dr. Kida

The Japanese society is just following the route experienced by the United States. Aged people like me are frowning on what is going on here. Some female people are superior to the ordinary male. They are doing a very good job. But still if you compare male folk with female folk in terms of hobbies and aptitude, they are different, not completely, maybe, but considerably different. Therefore, when it comes to computer literacy, some of them can do a pretty good job, but some females are not really fond of computers. That is my personal view.

But as a system, in terms of formal education or vocational guidance, equal opportunity should be given to both sexes in terms of access.

Co-Chairman

Dr. Dugger, are you satisfied with that? Then Dr. Röhrs.

Dr. Röhrs

Dr. Kida you gave an interesting report. My question is: Do you want to introduce or apply this idea in your new educational institutions? Will the teachers agree? Or how will you motivate them in regard to these goals?

Dr. Kida

As for this type of change, you always have to take the traditional way of thinking on the part of the teachers into consideration all the time. School teachers are busy, doing their best on a day to day basis. So, they are rather conservative in terms of policies and structures. But they have confidence, they have field experience. However, the social environment is changing and has changed completely. Kids learn more from TV programs rather than from teachers in the classroom. Against the backdrop of this drastic social change, what do schools have to teach? That is something we have to analyze very seriously. I don't have to go into specifics in a really frank manner, because this is a formal occasion. But we are increasingly doing the same thing as the Americans are doing. The family situation is changing. School teachers have to do a lot of nursery type jobs rather than teaching. There they have to take care of pampered kids. Before, nursery work was done by the family, within the family framework. But due to the lack of discipline and rearing in the family, school teachers have to share the burden, not only in grammar schools but also in junior highs. So, teaching comes after that.

On the basis of this situation, you have to try to formulate a new policy for education. After graduation, you get a job in a company, but many say you cannot make use of the graduates. They are useless unless you give them proper training and retraining. So, you first have to give the children basic knowhow, basic knowledge based on which corporations can give them retraining or vocational training after employing them. That I think is what we have to be aware of.

As you may know, there is very tough competition among Japanese students, especially high school students, in terms of the entrance examination into universities. Because of this, distortion or bias in educational system can be seen and school education isn't likely to easily adapt to social change. However, there is a stronger movement to reform school education at the regional level.

Co-Chairman

Dr. Röhrs, are you satisfied now? Okay, thank you very much. Then Dr. Drier. After Dr. Drier, Dr. Hoyt wants to take the floor. So, first, Dr. Drier, please take the floor.

Dr. Drier

Thank you Mr. Chairman. I don't have a question, but I just have a reinforcing points concerning Ms. Kudo's remarks regarding the aging population.

While I fully agree that we must provide the needs of older adults so they may live in dignity and to feel they are productive, I just want to reinforce the fact that this marvelous large group of older adults in each of our communities reflects the social, economic, work, leisure environments, where our young people will be living and working in the future. And because of this vast experience, talent, time and energy available in each community, they need to be invited and fully commissioned to be partners in the delivery of education and vocational guidance in our schools and in our agencies. This is one major role that the older adult can play in the community where they do feel productive. They are productive and can feel dignified when commissioned to do it. That is my point.

Ms. Kudo

Mr. Chairman, is there somebody on the roster for speaking?

Co-Chairman

Yes, Dr. Hoyt.

Ms. Kudo

I was going to follow up on what he said.

Co-Chairman

Okay, then, Ms. Kudo, you may have the floor.

Ms. Kudo

The part I didn't say would have included what we were doing with the senior citizens in Hawaii. I work with a group of 120, 70 are still active. And we use the Fukuyama Profile as an instructional instrument to start with. But one of the things we are doing, or that the group is doing, is just that. We call them Kokua—they are the elders that come into our schools to help us teach values, teach activities, teach crafts, teach value systems. And I think it is working out very well. And thank you very much, Dr. Drier, for giving me this opportunity, because that is the page I missed telling you.

Co-Chairman

Okay, thank you. Dr. Hoyt.

Dr. Hoyt

Thank you. I would like to take just a minute to congratulate both Dr. Kida and Prof. Okuda on what I consider to be outstanding papers in this collection of papers. They are very useful to me. I am deeply engaged in the educational reform movement in the United States. And so I was specially intrigued by the remarks both of you made.

I am impressed when you say Japan's reform movement is following some of what the United States is doing. The U.S. reform movement is following what Japan is doing. When we started with the Nation at Risk, the first reform report, the complaint was that the Japanese education was so far ahead of ours, and we must change to keep up with the Japanese. So,we are thinking about longer school days, longer school years, tougher standards. Japan is thinking about more individualized instructions, loosening up and giving kids more freedom. It is very intriguing to me. We have the same problems with teacher change that you have. I think the typical American teacher is 100% in favor of progress, but many are about 150% opposed to change. But it isn't that they don't want progress.

These have been two very extremely helpful bits of learning for me. You don't know how much I appreciate these contributions.

Co-Chairman

Thank you. Dr. Kolesov.

Dr. Kolesov

Yes, Dr. Kida's and Prof. Okuda's reports were very interesting, I agree. Now, the contents of the paper were very interesting, in terms of employment structure, relation thereof, vis-a-vis educational structure. Let me ask a question on the table. What is your estimation 20 years from now of the number of people in terms of percentage subject to university education?

Dr. Kida

At present, approximately 40% of university age students enjoy university education, furthermore 14% go to polytechnical schools, equivalent to that of university in terms of educational level. After finishing senior high, I would say about 50%, or more than 50%, of the graduates of intermediary schools would receive a university education or its equivalent. As information advances together with technology, not only younger generations but also employed adults and also senior citizens may want to come back, to go back to universities for re-education. So, you will probably have to eliminate this age discrimination. If you take the younger generation, maybe 50% would become 60%, but you have additional inflow into formal education in terms of employed adults and senior citizens. The same thing is happening in Sweden. And the same thing is, I think, happening in the United States also.

In the beginning of the 21st century in Japan we will also be experiencing something similar to what you are experiencing in Sweden and also in the United States. In Sweden, for instance, there is the University of Uppsala, a very traditional, renowned university. About half the students are young, but 25 years or older who are employed. But they have a sort of special quota set aside for employed. About half of them are 25 years of age or more.

Co-Chairman

Does anyone else have any other comment? Then, Mr. Chairman.

Chairman

As I have been listening to you, I am reminded of more important issues remaining. Unlike in my age, many things are mechanized. Just with a push of a button, many things will be done and robots are available in many areas. And accordingly, scientific technology advances. Where are we heading for? Have you thought of that? I believe this phenomena is something we have to seriously think about. Many of us will not be alive in the 21st century. But, for the young, when they grow up and live in the following century, there will be many wonderful, unimaginable machines available. Then, I'm afraid human beings will not be necessary as a work force any longer. Even without special skills, science and technology will develop so much that what will be required is just a push on buttons of machines. I wonder if we, human beings, can enjoy life as human beings in this kind of society. I think this should be one of the major concerns for us. In this kind of society, if one has confidence that one can do a particular job, one can work and contribute to society more creatively. And also, of course, one strongly feels life worth living. I wonder what happens to the world, if all one has to do is to push a button of machines without developing and finding his/her skills and abilities. In that sense, I trust vocational guidance has a very vital role toward the 21st century. I would like to present this theme for further discussion for tomorrow. Thank you for giving me the opportunity to make this comment.

Co-Chairman

Then, utilizing the remaining time, we would like to handle the questions raised previously. Dr. Drier asked a question to Dr. Tatur. Would you response to Dr. Drier now? Do you recall the question?

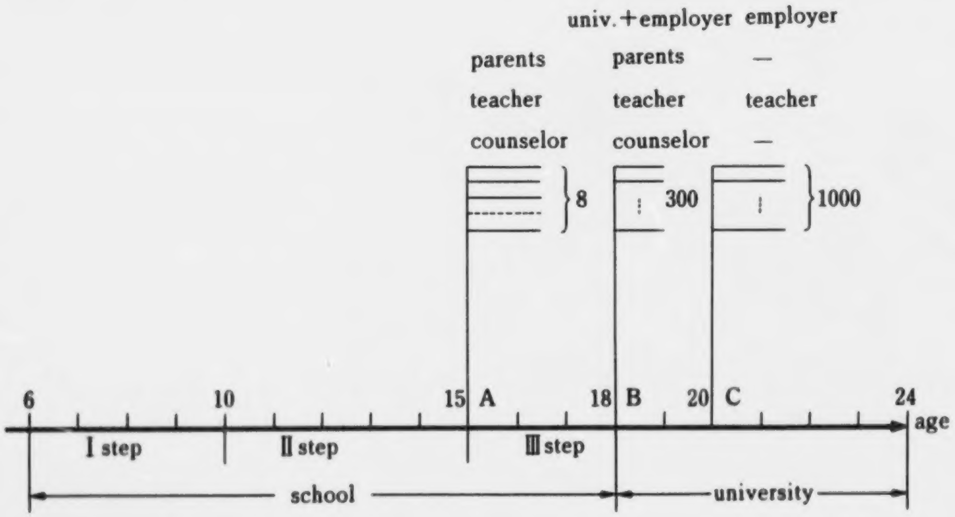
Dr. Tatur

Yes, I do. There were four questions. Before answering them, now the so-called professional counsellors, I would like to give you my definition of the concept.

Please refer to this table, there are points A and point B, and professional counsellors in areas A and B.

I am explaining about these counsellors. As to counselling for university students and graduates, I agree with Dr. Fukuyama's statement that in the 21st century, human beings should have the ability to counsell on themselves.

Of course, regarding vocational guidance



for adults, you have information to provide and retraining. Counsellors will have such roles. But professional counsellors should treat children and the youngsters. This will be their main role. Counsellors will be professionally trained and developed. On this basis I would like to answer your questions.

First of all, how many such professional counsellors will be developed and trained in the future in the Soviet Union? The question referred to that. At present we have about 200 professional counsellors working at 40 centers. And each of these professional counsellors deal with 6 children a day. They provide service and in the near future about 2,000 professional counsellors will be developed according to our plans. At present, there are 11 universities where professional counsellors are being trained. So, our target figure is 2,000, and in four to five years we believe we will reach that level.

The next question was: Where are these professional counsellors working? Well, those professional counsellors are not at work in schools. They are working at national vocational guidance centers and are assured of higher wages than school teachers. Their jobs include, for example, senior counsellors and leader counsellors, and depending on their positions their wages are differentiated. All these counsellors provide service to their schools under their jurisdiction. They are making efforts but it is impossible to materialize their aims completely.

So, the next question is: In what ways are they being trained? What sort of training curriculums do we have? To answer that question, I mentioned there are 300 jobs. Professional counsellors are not included in these 300 job categories. Now, for example, universities or educational universities will provide opportunities for teachers to prepare themselves to be teachers, and they learn information science, languages, labor, and many other subjects to teach in the future and become teachers. Whatever subject they take, they have the right to take the vocational guidance courses. So, when they select such a course on vocational guidance, they have one extra year in addition to the regular education period that other students have. And, therefore, in such a case, such students go one year longer than other students and become teachers on labor and qualified as professional counsellors. The most typical subjects enabling pupils or students to become counsellors are the first, labor, the second, psychology, and the third, information engineering. Then, so-called schools where facilities are insufficient exist in the rural areas. One teacher has to cover a number of subjects. In order for them to have a license to be professional counsellors, they are admitted after six years, not four years. So, they have two more years than other people in order to go through such training courses to become professional counsellors. Furthermore, to those who have become professional counsellors, they have to have a two week refresher course each year to constantly increase and enhance their capabilities. So, during the training period, for example, they are exposed to information on engineering, statistics, and analysis of the labor market. They receive such additional education.

I am sorry I have taken so much time, but thank you so much.

Co-Chairman

Dr. Inaba.

Dr. Inaba

Can I have a follow-up question, a simple question? How many schools does a center serve? And the other, the follow-up to that is: Do they serve from kindergarten through adults?

Dr. Tatur

As of now, we have only 40 centers and they are only in big cities. These centers have about 80 branches in medium sized cities. So, these centers in various cities service all the schools in the area. The number of the staff is different depending on the size of the city. In Moscow it is 109, Leningrad 87, Kiev 65. About six children are taken care of everyday per counsellor. I repeat myself, last year there were about 100,000 children who received the services at the center. It is only about 10% of the total number of children who should have been serviced.

Dr. Kida

I want to ask you a question. In the future you want to increase the number to 2,000. Will 2,000 people who do this kind of work be sufficient in the entire Soviet Union?

Dr. Tatur

As I mentioned, one counsellor takes care of about six persons. This calculation means that 2,000 would be sufficient. But I don't think this is convincing to all. But any way, we are short of counsellors. We would like to obtain 2,000 and then if they are still insufficient, we will try and find another way.

Co-Chairman

Dr. Nishida, do you want to......

Dr. Nishida

We have two minutes, I understand. Only two minutes. Dr. Tatur said that labor department teachers become counsellors at the same time. So, I am going to ask Dr. Kida and Prof. Okuda, if technical course teachers can take units of vocational guidance as educational reform.

Dr. Kida

I don't know those things. If my friend Prof. Okuda can answer it, it will be fine.

Prof. Okuda

I also am not aware of that.

Co-Chairman

I would like to apologize Dr. Hoyt and Dr. Zenke, because we did not have enough time to treat your questions. I think we could take up these questions tomorrow.

Chairman

Thank you very much.

(NOV. 4)

SESSION Ⅶ

Chairman

Good morning, ladies and gentlemen. We begin the last day of our conference. We have been enjoying very active discussions so far, I am very thankful for your wholehearted participation. The main subject is "vocational guidance as the guiding principle of the 21st century". We will try to focus our discussion this morning on this theme, so I would appreciate your cooperation in this respect. I am sure all of you have this in mind. Your discussions appear to be directed to this theme. This time, in particular, rather than policy matters, we wish to concentrate our discussion on philosophy. Some ten years ago, I inaugurated this series of conferences because I expected society to become more complex. The 21st century is approaching. It is near at hand. I think it's high time for us to concentrate on the philosophical aspects of vocational guidance.

I would appreciate your cooperation. Thank you.

Co-Chairman

So, the floor is open for discussions. I would like to start with Dr. Hoyt.

Dr. Hoyt

I have discussed some of my questions with our colleagues from the Soviet Union this morning. I would like to ask a few more questions of them. Mr. Chairman? Is it all right if we put the overhead back on the screen, so I can ask some questions?

Co-Chairman

Yes. —I think it is Dr. Tatur's table you are referring to? (Refer to p.244)

Dr. Hoyt

I've found myself very interested in this chart. I started to imagine; if I were a vocational guidance counsellor in the Soviet Union, how would I provide maximum freedom of choice to my clients under this system? It led me to a number of questions that I would like to raise now.

Let me say before beginning, I do not raise these questions in any argumentative sense. I raise them only because I want to learn, and I need to know. I want to make no comparisons between the Soviet's system of counselling and education and the system in America. That is not my goal. My goal is to simply look at the question of how we can do career counselling best.

Now, as I look at this system, from grade 6 —age 6 to 15, this is basic elementary school. These are the basic skills, including all of the skills or productive work habits, and the basic academic skills—reading, writing, arithmetic, the skills of the learning about being a good citizen, and that kind of thing. This is what people learn. At Point A, there is an examination. Some students, then, leave school here at age 15 and enter the labour market in relatively unskilled jobs. The same is true in America.

I told Dr. Tatur this morning; one-third of all occupations in the United States require less than an eighth-grade education. One-third. That will still be true by the year 2000. So, in terms of the amount of schooling, you see, people go to school longer than is necessary just to enter the labour market. That means there are more purposes to education than simply preparing people for work.

Now, from here on, when you talk about technical schools, basic, advanced and then, university training, some people pass the test at Point B, some at Point C, and others are left out.

The questions are—: How many students are needed at each of these levels? How do you know in terms of the expected need for people in different occupations? And then, when you look at the need in different occupations, how do you determine how much of that is need for new jobs, versus how much of that is need for replacement jobs?

And if you say, some of the jobs are new jobs, so we need new kinds of engineers. Some jobs in engineering are replacement jobs; that is, some of our co-engineers died, or they retired, or something. Who gets those jobs? Just youths, or is it a combination of youths and adults?

Is there a place for adult education? This is one of my questions. If you take these points, A, B, C, you have three different varieties of occupations. If you use the Fukuyama Profile, it would seem to me best that you take a selected number of occupations here in the profile; another set here, and another set here. All the students going through there could learn to respect all jobs. They should understand how work can be dignified at all levels. They should understand that all work—all honest work—has dignity. They should understand that the worker brings further dignity to the work if the worker works hard enough.

If the worker can bring dignity through doing the best he can, this, I would like all students, no matter what level, to understand, for each of these levels.

And my question is: Is that a conscious emphasis in the Soviet Union system of vocational guidance?

I could go on a very long time on this, and I am deeply, very deeply interested in how we can maximize motivation for workers at all levels, and how we can combine the preparation for work with the preparation for total life style, so that we can have satisfied, productive citizens, as well as satisfied productive workers, throughout the whole system? It seems to me there is an abundance of opportunity for choice in this system of the Soviet Union.

I am interested in how that is done. I don't know if I have made myself clear or not. I would appreciate any kind of responses that we could get from our colleagues from the Soviet Union.

Thank you.

Co-Chairman

Okay. Dr. Tatur. Would you like to respond?

Dr. Tatur

In this viewgraph, you have three points, A, B, and C, where we have different types of counsellors operative on these three points. In particular, Point C, requires a different type of counsellors.

Point C is the completion of the sophomore year of the university. At this point, the professional counsellors are not required for students. Rather, university teachers and professors would act as counsellors for students.

Probably, Professor Kolesov, Dean of the Economics Faculty, can play an important role.

According to the new educational system of the Soviet Union, Point C is called the "evaluation point"; —the evaluation of academic performance, on the part of the students. The evaluation does not necessarily mean that you kick out the students, but to give students proper orientation, advice, relative to their future orientation of life.

As for Points A and B, as I explained before, in our country, we have an acute shortage of professional counsellors. Here, above, I indicated the types of people who can give advice; parents, teachers and counsellors. At present, in our country, we have an acute shortage of professional counsellors.

Teachers, parents, and industrialists can play the role of counsellors. They would come over to the campus to give advice or do counselling for the students.

As I explained yesterday, we have Vocational Guidance Centers where industrialists come on an ad hoc basis to do counselling.

So, today, since we have a shortage of professional counsellors, they are today functioning as organizers of people who are able to give advice to students.

With regard to Point A, there is very little influence of the university, or influence of production sites. That is to say, most of the children at the age 15, continue their studies at school. About 10 percent of the children will be going into production. They still go to night schools. Most of them continue their studies in the evening schools.

So, the selection; —the important categories at Point A are to help children consider how to continue their studies. There are eight alternatives. And these, I mean, eight very general directions. At Point A, the greatest influence is given by parents and teachers to children.

Furthermore, in the Soviet schools, there are teachers who are qualified to serve as the vocational guidance counsellors. So, they are teachers, who concurrently, work as counsellors in vocational guidance, so they take charge of vocational guidance in their schools where they are employed. I am not calling them "professional counsellors". By "professional counsellors" I mean those who are engaged at vocational guidance centers. These are involved with and responsible for 10 to 15 schools.

So, professional counsellors at vocational guidance centers give advice and suggestions to schools, with the actual guidance provided by teachers who are qualified to serve as the vocational guidance counsellors.

Now, what sort of trend is emerging in the Soviet schools today? Each school must have a specialist in psychology. This is mandatory. This psychology specialist gives guidance and gives assistance to children for their vocational selection, and also gives advice to children to develop their individuality and abilities. This is particularly true and important at primary schools.

So, we need to increase the number of professional counsellors who serve at these two points, A and B.

Dr. Drier and I discussed very much yesterday. There seems to be lack of understanding between the Soviet Union and the U.S.A., and I found out what is the difficulty. It arises from the fact that the concept of teacher is different. In the Soviet Union, by "teacher" we mean teachers who teach subjects and also teachers who are responsible for providing manners or upbringing children. But in the United States, when you say a "teacher", you mean a teacher who teaches subjects, and by "counsellors" you have the different people who take care of upbringing and general manners.

Up to now, we cannot say which system is better, our system or the American system. We have to see. This needs to be seen in the future.

Dr. Hoyt

Yes. I still am not clear on my basic question. For those eight areas at Point A and the 300 areas in Point B, is there a limit put to the number of pupils allowed to make each choice? That is, could 99 percent of the pupils take one of those eight areas, if they wanted to?

You see, the problem I am trying to compare is this: In the United States, we know, only 20 percent of all occupations require a college degree. So, 4 out of 5 jobs do not require a college degree. Yet, in our high schools, 80 percent of students are in the college preparatory program. So, we have 80 percent of our students preparing to do what 80 percent will not do.

My question was: Is it the same in the Soviet Union, or do you have it under more control?

Co-Chairman

Dr. Hoyt, could you repeat your question? I think the question is not clear.

Dr. Hoyt

My question is, "Are there limits on the percentage of pupils who can enroll in each of the eight options at Point A, and at each of the three hundred plus options at Point B? Are there limits on enrollment?"

Co-Chairman

Dr. Kolesov, yes. Go ahead.

Dr. Kolesov

Vocational guidance, as practiced in the Soviet Union, is difficult for you to understand. One of the causes of the difficulty is because this is conducted by inside school teachers.

Professional counsellors deal with a large number of teachers. They are in a position. They are supporting teachers; they are in the background of teachers. That's the supplementary function.

Now, I am going to answer Dr. Hoyt's question. At this point, about 8 to 9 years school education is completed there. After that, about 10 percent of the children leave schools and they go into the labour market. However, in order for them to be engaged, they need to receive at least another year of vocational training after school education. Mostly, the places where vocational training is given is technical schools attached to enterprises. That's where they receive job training.

However, the aim of your question is; it's only 10 percent of the children who leave schools, here at this point. From Point A to Point B, there are three methods — three ways for children to continue their studies.

First of all, they continue to the third stage of ordinary school.

The second way for them to continue their studies is higher — secondary school. That lasts for four years, and mostly technical experts are developed.

The third way for them to continue their studies is to train and be educated as qualified workers. That's the purpose of this education, in the third way.

At Point B, 40 percent of the students enter the labour market. After completing Point B, 50 percent of the students enter the labour market. That is, 10 percent plus 40 percent equals 50 percent.

Now, where do they go? In what direction do they go? There is no limitation at all. It is completely free. It's at the discretion of the children, themselves.

Skilled labourers, for example, if they want to become qualified skilled labourers, they take the third way. Or if they want to become qualified engineers, they proceed to higher education. Or they may continue ordinary education, if they want to enter a university later.

It is here, at this stage, that the professional counsellors' job is completed. So, at Point B, for example, when students decide one direction, that is not selected—not necessarily because the consultants have, or counsellors have told them to do so.

Furthermore, the remaining 50 percent of the students who continue their studies, will go to universities and colleges where they receive vocational guidance and under their university teachers and administrators.

I also teach at a university, and at the same time a member on the administration of the university. So I do guide and counsel the students concerning vocations. That is, to the students who are in college and the students who have graduated, I offer my services, as well as to the students who re-enter the university.

What kind of consulting do we offer to those who want to enter university?

I am Department Chief, and I have two days a week for interviews. Anybody who wants to interview me can. Then, every week, on almost all interview days, the parents or the students come to me, they ask me, "I am going to enter the economics department", and then, "what kind of a job will I have in the future?"

In April, during the so-called "open day", the campus or the department of economics can be visited by anybody. This day is usually Sunday. All the faculty come to the school and meet people who are thinking about entering the department. On this day, the students are given handouts, both printed and oral about the university, into various departments, and so forth. The various functions of the university, and occupational opportunities are explained.

Furthermore, within the department there is a club or group of young economists organized voluntarily by the students.

Usually at night, the students and the young teachers and professors, open a circle. They have lectures about the economics and papers. People from outside participate in this meeting.

After such processes, the young people who submit their entrance application do have a rough image as to what kind of vocation they would like to follow in the future.

These various stages and diversified vocational guidance are given not just when the student is entering the school, but continuing right through the four or five years of the college life. In the first two years after entering the university, the general humanities are taught. Then, at the third year of the university, specialty subjects are chosen by the students, and they study that.

Furthermore, students can test their future directions. They are given an opportunity for trial testing. For example, in the higher years, that's the fourth year and the fifth year of university, various research institutes send their research members, to study together with the students. These often find students for their future employment. In other words, while you are in the university, various kinds of vocational training do take place. After graduation from the university, those who are qualified can return for other qualifications to the university.

Actually, in my Department of Economics, we have 1,500 students and 1,000 of these students have already got diplomas. They are graduates. If we compare this to an ordinary commodity, we offer aftercare; that is, those graduates get aftercare.

Co-Chairman

That is a very interesting account. However, I think time is limited, and we have discussed many topics. So I think Dr. Hoyt and you could discuss in private later. Is that all right?

Dr. Hoyt

Yes. I feel badly about taking this much time. I am deeply appreciative of these answers, even though I have hundreds more questions. We will talk later.

Co-Chairman

I have to remind you that the topic of this Conference is the "Nature and Significance of Vocational Guidance in the 21st Century". So, I think, since this is our last day, we would like to focus our attention again on that topic.

Do you have any comment? Please. Dr. Zhiltsov.

Dr. Zhiltsov

Actually, I wanted to talk about the science of vocational guidance in the 21st century. I wanted to talk about the philosophical basis.

Dr. Fukuyama mentioned about their future movement of vocational guidance;—labour and its guidance, and the changes, evolutions and developments he has mentioned, I agree with.

The structure of vocational evolution should not be over-simplified, I believe. Also in the 21st century, simple labour will continue to exist, even with further mechanization, but simple manual labour, that is, operators and other manual labour.

In other words, the work of button pushing —the automation will require simple labour to push the buttons. So, in the beginning of the 21st century, it won't be the re-establishment of the vocation but it will be more or less a diversification of professions.

Then, what new problems will arise in vocational guidance at that time? So, Dr. Fukuyama's vocational guidance. He says that it is a life-long learning; also, vocational guidance is eternal, never ending. In other words, what I want to say is that in the 21st century, there will be a further complication. Higher skilled, high level labour will be very competitive at that time.

To solve this problem, I think we have several ways. For example, all the graduates are sent to the simple, manual-labour jobs. Then they gradually attain a higher level of work. This is one way. I think it's a very healthy way.

As the students advance upwards, the various test methods of Dr. Fukuyama can be applied. The F-Test is applicable in the area of labour management, in my opinion.

At present, the F-Test provides evaluation of conditions and other environmental elements relative to labour, and this area should be expanded in the future.

Co-Chairman

Do you have any other comments? Second, Dr. Nishida, and Dr. Hiroi, and anyone else?

Dr. Pellerano

Can I ask a question?

Co-Chairman

Just a moment. Dr. Inaba, and Dr. Pellerano. Let's have questions and answers. Could you formulate your statement in the form of a question? Would that be agreeable to you? Because we don't have enough time.

Would that be all right with you, Dr. Nishida?

Dr. Nishida

All right. My question is directed to Dr. Zhiltsov. Dr. Zhiltsov said that simple labour will not disappear despite technological advancements. I am of the same opinion. For instance, new computer technologies would appear, but that does not mean you don't have to have the simple push button type labour within the computer industry.

What type of guidance are we supposed to give to people doing simple work within the computer industry framework? A computer technician may have a TV set and a personal computer, but he abhors this phenomenon. He hates computer and he says that children should not have the TV or computer. What do you think of this opinion?

Co-Chairman

Dr. Zhiltsov.

Dr. Zhiltsov

As I said before, simple labour is just the first step of the whole hierarchy of labour, so you have to go through this initial stage, and then, you can advance.

Co-Chairman

Dr. Hiroi, you have a question, too. To whom would you like to ask it?

Dr. Hiroi

This will be a comment, so please take up my presentation later on.

Co-Chairman

Yes, later on. Then, Dr. Inaba, is it going to be a question? To whom?

Dr. Inaba

Yes. To Dr. Siebel.

I am referring to this one statement that you have made in your presentation. Now, it says that —"The contents of the trades will be changed by new technologies". By that, you mean that there will be many changes within the trades caused by high technology. I understand that. But your second statement over there says: "New structures of the trades are scarcely expected".

Do you mean that new jobs will not come out in any particular trade? Is that the meaning?

Dr. Siebel

Yes, you have a question on my paper. The vocational guidance in my country, you are not familiar with. That's probably why you did not understand what I mean by the sentence.

In our country, by and large, there are three kinds of trades or occupations. Group 1: Jobs suitable for college graduates. Group 2: Jobs suitable for polytechnic graduates. Group 3: special trades—translated literally. Let me discuss Group 3 jobs—trades.

At present, in our country, there are 238 trades, plus 55 craftsman type trades that exist. Judging from these numbers, you will understand that there is a whole variety of trades available in our country.

People occupying these trades have "open attitudes towards the future of the industry". Substance of trades changes means that the trade types change, also. Within a structure, there may be some change, at the same time.

In the last several years, new jobs-trades -were created, a very small number. Quantitative change brings about, to a certain extent, the structural changes, particularly in special areas such as service-oriented trades, which will increase in number. But the structure itself does not change. That means the service industry does exist at present.

Dr. Inaba

I think it was the misunderstanding in the use of the word "trades", you know. I had a different conception of the word "trades". Thank you for your clarification.

Co-Chairman

Thank you. And Dr. Pellerano, to whom would you like to ask your question?

Dr. Pellerano

To Dr. Zhiltsov.

Co-Chairman

So, this is a question from Dr. Pellerano to you.

Again, two or three other persons want to have questions, too, so, could you make your question brief?

Dr. Pellerano

My question is addressed to Dr. Zhiltsov.

I wish to confirm your opinion. There is a whole range of trades or occupations, and evolution is taking place. Can you forecast evolution in various trades or jobs? Or do you think there will be a very drastic evolutionary change so that you have to change the basic structure of your vocational guidance scheme?

To put it in other words, forecasting is a very difficult thing to do. Therefore, you have to enhance "qualification levels" of the youngsters. Job qualifications of youngsters should be elevated regardless of the evolution. Guidance within the school framework should not be limited to information service, but should include individualized training. There should be a whole variety of orientations applicable to individual students or individual groups of students.

And this, I think, is important in preparation for the future which nobody can really predict. What is your opinion?

Dr. Zhiltsov

That is quite a difficult question to answer, and it's very difficult to answer in only two minutes. But very briefly, in general terms, let me respond.

With regard to the future labour, and occupations or qualifications in the future, it is impossible to make precise predictions about everything and to forecast them all in a complete way. If one tries to do that, he would be making a great mistake. We would all make errors.

However, one can say this: All the elements that we have today include in some way future elements. So, science, technology and their progress that we have, and the vocational structure we have today, give some clue to our future predictions.

The complexity of this problem, however, lies not only in the complexity which is growing in the structure, but also in the quality or maturity or qualifications and career in workers' jobs. It is very difficult to predict the future encompassing all these elements. Everything is growing in complexity.

So, workers' qualifications; what is contained in workers' general knowledge and special knowledge about their trades, and the knowledge that they have received in the process of receiving vocational guidance. So, it is here that we need to give knowledge—we need to give workers knowledge about their trades and jobs.

Co-Chairman

Thank you. And now, we have Mr. Weingart, and Dr. Zenke. I am going to ask them in that order to take the floor.

Mr. Weingart, again, we would like you to make it brief.

Mr. Weingart

Trust me, Dr. Kobayashi. I understand. I understand the exigencies of time.

I wish to point out that this conference opened forty-eight hours ago, two days ago. The first six speakers, Dr. Hoyt, Dr. Inaba, Dr. Pellerano, Dr. Dupont, Mr. Hoxter, Dr. Röhrs, all spoke of the life-long nature of vocational guidance. And that is part of the theme of Dr. Fukuyama's philosophy. After listening to these six speakers and the follow-up process, I posed a question. It seemed to me that, on the basis of my experience, the vocational guidance process seemed to disappear;—it evaporated;—it was evanescent, once the student left the school. I suggested that it seemed to me that the weakest link in that process was the follow-up process. And I was told that this question would be answered later on. So, I now say, if not now, when; —when will we answer that question? And I pose that question to this select group.

Co-Chairman

Okay. Thank you very much. I think Dr. Inaba treated this issue, I would ask Dr. Inaba to respond to this. Dr. Inaba?

Dr. Inaba

Well, I don't have a solution for that. But you know, as I stated in my paper, I agree with you. I think in my paper I stated that this is the weakest area; especially in America; and possibly also in the European countries, because of the type of vocational guidance that they produce. They may be doing a little bit more. In the United States, however you are right. It seems to disappear once the person is placed on the job.

Because of the importance of this area, I here again emphasize the fact that it's difficult for us to implement something like this because of the unions and whatever; —different organizations that we have to contend with, and the time factor.

But because it is so important, we must keep on striving to try to implement the follow-up process of vocational guidance, if it's truly going to be meaningful, especially in the 21st century.

Co-Chairman

Thank you.

I think Dr. Hoyt has pointed out, if my memory is correct, that in his country, companies spend annually 20 to 30 million. Doctor, are you listening to me? Are you following it?

Dr. Hoyt

Yes.

Co-Chairman

Okay. Dr. Hoyt, my memory may not be correct, the Chairman could correct me, if I am wrong.

I think you have pointed out, in your country, companies spend 20 to 30 million dollars for training. I assume they have educators—they have trainers. So, in my opinion—in my humble opinion, the initial stage could be to establish a link between schools with these educators and trainers working for the companies.

What is your response to this?

Dr. Hoyt

This is going on now in the United States. The actual figures are 40 billion dollars a year direct training-employer training, and up to 120 billion dollars a year, infomal indirect training. Much of this is going on in partnerships between the formal education system and the training done by employers. It has to do with the concept of life-long learning that we have as part of the theme of this conference, and it's more "follow-through", I think, than it is "follow-up". It has to do with the fact that learning never ends, that in these times, when we talk about the 21st century, the certainty we are going to face is the certainty of uncertainty, the certainty of rapid change. What we must do is be adaptable to change. We must be ready to change, and we must welcome change when it comes about.

The employer training that is being done is not being done for just gratuitous purposes. That's being done in the interest of the employer. The employer does this as a means—a primary means of motivating workers to be maximally productive. If the employer did not provide these training opportunities, these advancement opportunities, and all the workers were just going to the job day after day, the workers would become bored, become unproductive, and become not good for the employer.

So, the employer uses the training opportunity to motivate workers to be more productive on the job so the employer can make more money. It's not at all just a philanthropic interest. It's pure business, —pure business.

Co-Chairman

Thank you.

And Mr. Hoxter wants to make a comment on this, but before I ask Mr. Hoxter to take the floor; what is "follow-up" and what is "follow-through"? You introduced these two terms. Could you clarify the meanings of these terms?

Dr. Hoyt

Yes. "Follow-up" implies that you questioned what happened after you did something. "Follow-through" implies that you continue to do: The need has not been met, and you must continue to help.

Co-Chairman

Thank you. So, Mr. Hoxter.

Mr. Hoxter

In East London, over a period of twenty-five years, follow-up was carried out six weeks after the date of entry of the individual into the field of either further education or employment. And the second follow-up was within eighteen months of entry into higher education or employment.

The follow-up has taken the shape of a written detailed enquiry. The written response was that 75 percent of all enquiries were responded to by the individual young adult within eighteen months of entry into employment.

The personal response, for which two evenings per week were set aside over a period of twenty-five years, attained the figure of 55 percent;—55 percent of all young adults who had been given educational and vocational guidance, responded in person within eighteen months of the time of entry into employment to the enquiry of the follow-up. Thank you.

Co-Chairman

Thank you. Do you have any other questions on this? Dr. Drier.

Dr. Drier

I would like to go back to Mr. Weingart's proposition that we haven't covered the issue of follow-up or follow-through. I think he meant follow-through.

I would just like to go back to two previous speakers and bring two diverse points together.

Co-Chairman

Which ones are you referring to?

Dr. Drier

Dr. Hoyt, on the first day, indicated, and I think he made at least four examples of the significant problem we are having in the United States;—getting the adult to come to the service and request the service and take advantage of guidance and counselling during their life span—the adult life span. On the other hand, Ms. Rangel began to unfold the very intriguing and very effective way in which her country is getting adults to come to the guidance and counselling services.

I wish Ms. Rangel would provide some—a little more additional detail, and how you use the total community, the networks you talked about, so we could learn and find ways to bring our adults to services that we have available to them.

Ms. Rangel

I think; —can I reply?

Co-Chairman

Yes, of course.

Ms. Rangel

The key issue has been not bringing the adult clients to us so much. It's actually taking the service out to the community. And this has worked very successfully. A lot of our clients are people with families and part-time commitments or full-time commitments. So, we have linked up with the community through formal and informal organizations.

And the interesting thing is that our counsellors don't always have permanent desks in their offices. They have somewhere to leave a diary, but beyond that, they are out in the community all the time, and it's working extremely well.

Co-Chairman

Thank you.

Dr. Drier

Mr. Chairman, could I just make a comment in relationship to the position that Dr. Tatur made this morning regarding guidance at the elementary school?

Co-Chairman

Yes, but I think the issue which has been brought up by Mr. Weingart is very interesting. So, shall we dwell upon this for another five miuntes or so, if you agree? Ms. Kudo, what is that? Is it going to be a question?

Ms. Kudo

I'm going to ask a question, or say what I intended to say at the point I said to Mr.

Weingart that there are other things to do. The fact that we weren't able to present everything that we had didn't give you some of the answers. But Ms. Rangel's point that we take programmes to the adults, and that we take programmes to the aging people is very true. They are very anxious for us to work with them. We haven't had enough. And this is all voluntary. All we do is to contact them, find out what their interests are, using the F-Test or the profile as an instrument for gathering information. Then, we work with agencies, government as well as private, and even have volunteers to help us put the services and programmes in touch with those that want this programme, or what the counselling as well as the service to be otherwise.

Ms. Barney's presentation was also in terms of the transition centers that are set up throughout the State, to which students as well as outside community people can come for services. And it will blossom. It's just beginning with school people now, but it will blossom, because many of the adults that I work with in the centers are anxious for more help. I have referred them to the transition centers that Ms. Barney talks about, because she said it is going to be open.

So I just wanted to be sure that Mr. Weingart's question was answered. These are some of the answers. We have many many programmes going on.

Co-Chairman

Thank you. I think many other persons want to speak, and I am afraid that we may not have time for Dr. Hiroi. So, if you could give me your permission....... Is your comment going to be very short, or?

Dr. Hiroi

Going to be very long. So I'd rather quit.

Summarization

Co-Chairman

This conference on the Nature and the Significance of Vocational Guidance as the Guiding Principle of the 21st Century, which was convened two days ago, is now approaching its final hour.

Utilizing the few remaining minutes, I shall attempt to summarize salient points we have dealt with during this conference. All of us who have attended this conference have agreed that for "the children growing into citizens" in the 21st century, the forthcoming century, which is bound to see increasing globalization and stepped up technical advance, and also for "a society which wishes to thrive" in the 21st century, vocational guidance is going to play a decisive role.

It has been reconfirmed that the vocational guidance in the 21st century is bound to take a different nature and significance, if it is going to fulfill its required task. The current status of vocational guidance does not suffice.

Vocational guidance cannot be left in the status quo, if it is going to fulfill its required task. Vocational guidance in the 21st century is bound to have a different nature and meaning, because the world of work in the 21st century is going to be different. And equally important; the people entering the world of work will assume different aspirations and values with respect to their careers.

We have some indications as to how the world of work is going to change in the 21st century. We know that change in the world of work is going to be brought about by globalization, technical advance, and changes in consumers' preferences. Consumers in many countries are going to be "richer, older, and shrewder", as a recent issue of (*Fortune* 1988/9/26) points out.

Because the world of work is going to be drastically changed, the types of people who will be needed in the world of work in the 21st century are going to be different from the types of people our schools are now sending out.

Consequently, if our schools continue to send out the types of people whom they are turning out now a wide gap will inevitably occur between school and work.

The fundamental cause of change occurring in the world of work is globalization. Companies which comprise a substantial segment of the world of work in our countries will be compelled to operate in a far more "interrelated complicated" world. In the highly "inter-connected world", the entire world has to be treated as "one market without borders". Practically, all the markets will merge.

The companies in industrialized countries have to compete not only with the companies in other industrialized countries, but also the companies in developing countries emerging as economic powers by quickly gaining manufacturing prowess.

With the increasing globalization, and rapid advance in information technology, speed will become a competitive weapon (*Fortune* 1988/9/26). Companies will have to move with startling swiftness (*Fortune* 1988/9/26). Speed will become a more decisive determinant of the company's survival in the 1990's and in the 21st century. To act and respond fast, the business organization will have to be reshaped. Companies will have to adopt more flexible structures which can be altered as conditions change (*Fortune* 1988/9/26). And the decisionmaking power will be decentralized to the operating levels.

The number of "layers of managers between the chief executive and frontline employees" is going to be substantially reduced (*Fortune* 1988/9/26).

The re-shaped business organization will not require a large number of middle managers. The re-shaped companies will need a new type of persons—those who will know what they have to do without middle managers feeding them information and giving them minute instructions.

Some of our schools are very good at teaching specific business functions, such as accounting, marketing etc. (*Fortune* 1988/9/26), but the type of persons who are going to be needed in increasing numbers are the persons who can think critically and quickly render independent judgement.

Some of our schools are very good at developing middle managers, but the companies in the 1990's and in the 21st century will not be hiring many middle managers nor will they be promoting middle managers in their organizations (*Fortune* 1988/9/26). The type of persons who are going to be needed on the factory level is also going to be different. If workers want to earn wages higher than the wages prevalent in other countries, they have to have more refined and advanced skills than the skills workers in other countries possess. This is the meaning of the "inter-connectedness".

In a highly interconnected world, workers in one country have to compete with workers in other countries. As the current belt-conveyor type of production modes are going to be replaced by new production methods, based on team work, workers will be required to have different skills and abilities. They may be required to have the ability to communicate and the ability to think on their own accord.

Well, then: Several participants made specific suggestions as to what nature vocational guidance in the 21st century should have. For instance, Dr. Hoyt pointed out "it is not just a matter of making a career decision, but rather, it involves growing challenges to make (work) an important and meaningful part of life and living for all persons". Dr. Hoyt functionally relates the motivation to work efficiently to such variables as family, leisure, recognition, and appreciation.

Also, Mr. Hoxter has pointed out in this connection "a broadening of the concept of vocational guidance will be necessary". I think his statement is also very important. He has also stated that the guidance in occupational fulfillment outside the realm of the paid work is going to be important.

Dr. Röhrs has also emphasized this aspect —the interconnection between determining one's occupation and one's total life-style.

Dr. Röhrs includes family, community and nature, and even ecological environments as the variables relevant to the occupational choice.

Dr. Dupont explains the significance of the link between the ccupational choice and the total lifestyle by describing individual's life as, in his words, "oscillating—oscillating between two poles", one characterized by work and the other defined by personal life outside of paid work. Dr. Dupont says: "Technical transformation has been accompanied by transformation in mentality. Together, they may bring about a reduction in the occupational dimension in life".

Dr. Dupont's specific recommendation is to find out "concrete means" for bringing about the integration of work and non-work.

Consequently, one of the tasks we, the participants of this conference, want to undertake jointly seems to be to continue to search for effective methods to relate functionally the vocational process with the total life style of the client concerned, whether a student or an adult.

Also talked about vocational guidance as provided to adults. This was another salient point brought about in the course of our discussion at our conference.

Adults who are already employed "will need massive, extensive re-training to keep pace with the changing job requirements". I understand in the United States, nearly 30 million current workers may have to be re-trained in the next twelve years. Am I correct?

So, school ends, but education doesn't; neither does vocational guidance. Dr. Inaba epitomized this need for continuation of education and vocational guidance as "schools without walls". I think this phrase conveys a very deep wisdom. Dr. Inaba concludes that one of the weaknesses of the current vocational guidance process is a lack of effective ties between schools and industries. He proposes launching cooperative programmes between schools and the world of work to provide effective follow-up services to the individuals already placed in jobs.

Some other participants have stressed this aspect. In reference to Act 40, enacted by the 1944 Hawaii State Legislature, Ms. Barney has touched upon the need for continuation of vocational guidance outside of the sphere of schools.

Pointing out that a person changes jobs five to six times in his or her entire career, Dr. Hoyt also recognizes the need for extending vocational guidance to current workers, who are those who are already employed. Dr. Röhrs, too, urges that, in his words, "a sound, well differentiated foundation for decision-making" in bringing about changes in one's career must be established.

Dr. Pellerano says that, in his words, "adults vocational situations evolve", and he tells us that helping to make the evolution easier is also a task that vocational education must fulfill.

Another participant who had treated some of the issues emerging in extending vocational guidance to adults is Ms. Rangel. Her description of the initiative taken by some governmental agencies in the United Kingdom, such as the Employment, Training, Advisory Service, in serving adults, has been very instructive to all of us. We would like to thank her again for such a contribution. And Ms. Rangel concludes "the routes open to school leavers are relatively clear, but options available to adults are less precisely articulated", and "the requirements the adults have to fulfill in advancing their careers are very complex". And she points out that a very careful planning is needed, if vocational guidance is going to be efficiently provided to adults.

So, we must continue to endeavour to find ways and means to provide follow-up services, effectively-ways and means to extend vocational guidance effectively to adults, those placed in the world of work.

Thus, it seems that another task we want to fulfill in cooperation among the participants of this conference seems to be to find effective means to extend vocational guidance to adults. It has been enunciated repeatedly during this conference that vocational guidance is just too important to be left in the status quo. The state of vocational guidance must be improved, if it is going to play the required role in the 21st century.

And again, Ms. Rangel, for instance, has pointed out that the guidance and the training organization has mushroomed, but the "content and delivery" of the service provided is "far from adequate".

According to Mr. Hoxter, "the challenge of attaining an individual's potential and the difficulty of matching people with jobs will become far more acute".

Dr. Drier has made some very useful suggestions as to how the current state of vocational guidance can be enhanced. He said there are about 60 thousand vocational guidance counsellors in his country, but their services are not fully utilized. In fact, he has pointed out that many students do not know these counsellors exist.

Dr. Tatur's comment has been also relevant in this connection. He has recognized the parents' influence as crucially important to the students in selecting their occupations. What is important is the quality——quality of the influence stemming from their parents. The parents' experience attained in selecting their occupations may not be applicable to their children who have to enter the everchanging modern world of work. What is important is to enhance the effectiveness of the parents' influence in the vocational guidance process. What is needed is to establish an effective modus operandi for increasing the effectiveness of parents' influence in the vocational guidance process.

Dean Kolesov has conveyed to us highly useful information which can be utilized in improving the state of vocational guidance. He viewed the nature of the significance of vocational guidance in the 21st century in terms of the macro-dimension of vocational guidance. I think your contribution is also very important. And we would like to thank you again for the contribution.

Also important in this connection has been the research project presented by Dr. Dupont, but I think I should skip this. I think he categorized all the factors in terms of functional relationships. I think his approach is very useful.

Then, the conclusion is: It has been reconfirmed that the F-Tests originated by Dr. Shigekazu Fukuyama definitely can serve as an effective method to improve the state of vocational guidance. In this connection, it is worthwhile to reiterate what Dr. Inaba has stated in regard to the F-Test. He said that the basic approach and philosophy incorporated in Dr. Fukuyama's F-Test are valid, although they have to be altered depending upon the particular cultural, social conditions under which F-Test is administered.

Therefore, the third task we want to undertake is to strive to spread the use of F-Test. That could be one of the conclusions coming from the discussion. And taking advantage of this occasion, I would like to congratulate Dr. Fukuyama on his great accomplishment, without which we cannot prepare ourselves to move on into the 21st century.

I apologize to you my remark has not been consistent, because I shortened it. Now I turn the microphone to Dr. Fukuyama, Chairman.

Chairman

Here, I would like to tell you once again why I made the F-Test. As I stated at the outset of this conference, the movement towards humanities has risen, especially in universities, at the turn of the 20th century. That led to human rights issues and efforts have been made to redress them by legislation. Human rights, however, cannot be protected only by law. And human rights can be gained by obtaining independence through job fulfillment which in turn contributes to society. As you have made contributions to this conference, and also as Co-Chairman Kobayashi has summarized, and as I said at the beginning of the conference, in the 21st century technology may start using us, and human beings may not be necessary in the work place. In these days, each of us needs to discover and develop our own ability and have confidence in ourselves. And eventually that leads us to happiness. I trust human rights will be guaranteed in that way.

I want you to understand the main reason for my interest in vocational guidance and consequently development of the F-Test. I feel very keenly that in the 21st century, we no longer may find fulfillment in living and working. With this idea the first conference was held 10 years ago. So, please, again understand my underlying motivation for development of the F-Test. I want to thank you again for your attention.

(applause)

Our next conference, the seventh of this kind, will be held in 1990 and the 21st century is just around the corner. As for the theme of the coming conference, I would like to suggest we continue the same theme as this conference. We keep the same main theme and we expand our discussion on the development of vocational guidance toward the 21st century. What do you think about?

Dr. Hoyt

I think I agree with your proposal. We have talked about the need for it, now we can talk about how we do it, how we implement it and I hope we can do that.

Chairman

If you agree, please raise your hand. Thank you for consent. Ladies and gentlemen in the audience, I thank you, too, for your participation. I hope you introduce what you have acquired from the conference to your work place. All the panelists and I will be very happy if our contribution helps you in the area of vocational guidance.

We'll see you again in 1990.

Thank you.

(applause)

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Honorary Professor
Mannheim University

Dr. Karl G. Zenke

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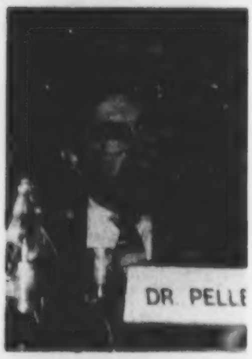

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POSTSCRIPT

Shigekazu Fukuyama
Permanent Chairman
of
the International Conference on Vocational Guidance
January 21, 1989

I want to thank all of you who have been involved in the Sixth International Conference on Vocational Guidance at Ashiya University for the indispensable cooperation without which the conference could not have been so successful.

The main theme for this conference was set forth as vocational guidance as the guiding principle of the twenty-first century, and in addition to the topics covered at the previous conference—the principles and practices of vocational guidance in selected countries, the progress in the administration of the F-Test, vocational guidance and ageing society, vocational guidance and technology—a new topic, vocational guidance as a base of the lifetime learning, was discussed. Twenty six panelists, all distinguished authorities on vocational guidance, from nine countries—Japan, the United States, the Soviet Union, West and East Germany, France, Switzerland, England, Republic of China—and about 250 scholars, educators, and practitioners participated in the conference. The summary of what was discussed is as follows.

In the twenty-first century technological advance will be such that new jobs emerge in a swift succession, and workers will be frequently required to undertake jobs often totally different from those for which they are trained. Consequently workers will need a continual reeducation and retraining over their entire career if they are going to remain effective participants in the world of work. Under these circumstances, vocational guidance has to be expanded into a lifetime guidance if it is going to play a useful role, and the demarcation between educational and vocational guidance will have to be eradicated. The rising of the educational level, and technological advance tend to prolong the vocational training periods. But the mechanically prolonging the vocational training periods cannot result in improving the students' ability to determine their occupations. Varied training avenues must be made available to fully develop the youths' individuality and talents. One of the weaknesses in vocational guidance conducted in schools is lack of an appropriate follow-up; the occupational choice made by a student must be reevaluated either after the student is employed in the chosen occupation or during a certain phase of the vocational training. The lifetime services must be fully provided. In this connection it has been pointed that the relationship between schools and the world of work must be strengthened. It is expected that in the twenty-first century an ageing population will become a stabilized phenomenon of our society. Consequently, assistance by society to those whose adaptability to changes is low and the aged, and vocational guidance as a means to redevelop their abilities will be even more needed.

In the twenty-first century the occupational counselors will assume a more important role, and the qualifications of the counselors inevitably must be improved. However all the responsibility for counseling should not be delegated to one specialist. Vocational guidance becomes most effective when the responsibility is shouldered by all the teachers concerned. Vocational guidance as a base of education will be strengthened, and the teachers training in the twenty-first century will be done in a different form. The parents' influence on the students' occupational choice was discussed. Their influence is thought to be stronger than that from the teachers and counselors. But the parents tend to intrude on their children a narrow view on the occupational choice opportunities—a restricted outlook derived from their experience, and their knowledge of new occupations and trainings is limited. Consequently professional service by teachers and counselors is all the more indispensable. Vocational guidance must be started in one's infancy, and guidance compatible with each developmental phase must be provided. The parents, the teachers teaching the regular classes, the counselors, and the world of work should all join forces in providing vocational guidance, and vocational guidance should be conducted on every occasion both in classes and during the training periods. Vocational guidance is a series of processes evolving over a long period, and it must be conducted in parallel with vocational education and training. The discrepancy between students' occupational aspirations and actual opportunities in the world of work is a problem common to all the countries concerned. This discrepancy has to be mitigated by both the employers and schools and other institutions concerned. It is a problem difficult to solve, yet toward a satisfactory solution all those involved in career education and vocational guidance should strive.

F-Test has been conducted in the countries concerned. The findings of the surveys indicate that the students' ability to determine his or her occupation is most effectively strengthened when vocational guidance provided in cooperation with the parents, and all the institutions involved of the community is integrated with work tryouts. It has been also learnt that F-Test should be used on a broad scale over the gamut from the elementary school education to the adult education phases, and that by conducting it longitudinally findings will be derived that are useful in evaluating not only the students' ability to determine his or her occupation and the effectiveness of the career development but also appraising and formulating educational plannings. The final aim of developing the students' ability to determine his or her occupation is to select by the students' will and ability the course the student must take. The ultimate objective of F-Test coincides with it.

The vocational guidance planning in the twenty-first century must be established and executed on the basis of the principles of vocational guidance as a academic discipline and the long-run relevant prospects. And we all have agreed to have the next conference on the same theme—Vocational guidance as the guiding principle of the twenty-first century—with an emphasis on specific methods of providing vocational guidance in the twenty-first century. I look forward to your active participation in the seventh conference which will be held in November, 1990.